

## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade K

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will engage listener's attention verbally or nonverbally.

#### Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using



nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

## GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

## Grade K

English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

## Grade K

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 06-08  
English Level 1: Unit 08-10

## GRADE LEVEL EXPECTATION

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade K**

English Level 1: Unit 06-07

GRADE LEVEL  
EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01



English Level 1: Unit 05-02  
 English Level 1: Unit 05-03  
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 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
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 English Level 1: Unit 06-10  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
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 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
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 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade K**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade K**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade K**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10

GRADE LEVEL  
EXPECTATION

- 1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade K**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade K**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade K**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09



English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

**GRADE LEVEL  
EXPECTATION**

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
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English Level 1: Unit 04-08  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
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English Level 1: Unit 08-08  
English Level 1: Unit 08-09



GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

### Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04



English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will imitate a classmate's response to a teacher's question or directions.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

## Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09



English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10

**GRADE LEVEL  
EXPECTATION**

2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask a teacher to restate or simplify directions.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01



English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

### Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing



clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

## Grade K

English Level 1: Unit 06-07

### GRADE LEVEL EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will share classroom materials and work successfully with a partner.

## Grade K

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10

### GRADE LEVEL EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask for assistance with a task.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

### GRADE LEVEL EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



## Grade K

English Level 1: Unit 01-02  
English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

## Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade K**

English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade K**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05



English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade K**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08

GRADE LEVEL  
 EXPECTATION

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade K**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will use contextual clues.

**Grade K**

English Level 1: Unit 04-08

GRADE LEVEL  
 EXPECTATION

2.3.1b. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.



2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

## Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

- 2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will take risks with language.

**Grade K**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-08  
English Level 1: Unit 05-03  
English Level 1: Unit 05-05  
English Level 1: Unit 05-11  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10



English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade K**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade K**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade K

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

## GRADE LEVEL EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.



## Grade K

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade K**  
 English Level 1: Unit 06-07

**GRADE LEVEL  
 EXPECTATION**

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade K**  
 English Level 1: Unit 05-10

**GRADE LEVEL  
 EXPECTATION**

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade K**  
 English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will observe language use and behaviors of peers in different settings.

**Grade K**

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade K**

English Level 1: Unit 05-10

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## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 1

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will engage listener's attention verbally or nonverbally.

#### Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using



nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

## Grade 1

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

## Grade 1

English Level 1: Unit 08-11

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

## Grade 1

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 06-08  
English Level 1: Unit 08-10

### GRADE LEVEL EXPECTATION

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

## Grade 1

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 1**

English Level 1: Unit 06-07

GRADE LEVEL  
EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01



English Level 1: Unit 05-02  
 English Level 1: Unit 05-03  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-09  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-06  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 1**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

GRADE LEVEL  
 EXPECTATION

1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 1**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 1**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10

GRADE LEVEL  
EXPECTATION

- 1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 1**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 1**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade 1**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09



English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

**Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-04  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09



## English Level 1: Unit 08-10

### GRADE LEVEL EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

#### **Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
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English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

### Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04



English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

## Grade 1

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will imitate a classmate's response to a teacher's question or directions.

## Grade 1

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

## Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09



English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10

GRADE LEVEL  
EXPECTATION

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will ask a teacher to restate or simplify directions.

**Grade 1**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01



English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

### Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing



clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

## Grade 1

English Level 1: Unit 06-07

### GRADE LEVEL EXPECTATION

2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

## Grade 1

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

### GRADE LEVEL EXPECTATION

2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

## Grade 1

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 1: Unit 08-07

### GRADE LEVEL EXPECTATION

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



## Grade 1

English Level 1: Unit 01-02  
English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

## Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 1**  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 1**  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05



English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 1**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08

GRADE LEVEL  
 EXPECTATION

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 1**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will use contextual clues.

**Grade 1**

English Level 1: Unit 04-08

GRADE LEVEL  
 EXPECTATION

2.3.1b. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.



2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

## Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will take risks with language.

**Grade 1**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-03  
 English Level 1: Unit 05-05  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10



English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 1**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 1**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade 1

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

## GRADE LEVEL EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.



## Grade 1

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 1**

English Level 1: Unit 06-07

**GRADE LEVEL  
 EXPECTATION**

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 1**

English Level 1: Unit 05-10

**GRADE LEVEL  
 EXPECTATION**

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 1**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will observe language use and behaviors of peers in different settings.

**Grade 1**

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 1**

English Level 1: Unit 05-10

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## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 2

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

#### Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using



nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

## Grade 2

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

## Grade 2

English Level 1: Unit 08-11

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

## Grade 2

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 06-08  
English Level 1: Unit 08-10

### GRADE LEVEL EXPECTATION

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

## Grade 2

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 2**

English Level 1: Unit 06-07

GRADE LEVEL  
EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01



English Level 1: Unit 05-02  
 English Level 1: Unit 05-03  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-09  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-06  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 2**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 2**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 2**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10

GRADE LEVEL  
EXPECTATION

- 1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 2**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 2**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade 2**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09



English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

GRADE LEVEL  
EXPECTATION

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will ask someone the meaning of a word.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09



GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 2**

- English Level 1: Unit 01-01
- English Level 1: Unit 01-02
- English Level 1: Unit 01-03
- English Level 1: Unit 01-04
- English Level 1: Unit 01-05
- English Level 1: Unit 01-06
- English Level 1: Unit 01-07
- English Level 1: Unit 01-08
- English Level 1: Unit 01-09
- English Level 1: Unit 01-10
- English Level 1: Unit 02-01
- English Level 1: Unit 02-02
- English Level 1: Unit 02-03
- English Level 1: Unit 02-04
- English Level 1: Unit 02-05
- English Level 1: Unit 02-07
- English Level 1: Unit 02-08
- English Level 1: Unit 02-09
- English Level 1: Unit 02-10
- English Level 1: Unit 03-01
- English Level 1: Unit 03-02
- English Level 1: Unit 03-03
- English Level 1: Unit 03-04
- English Level 1: Unit 03-05
- English Level 1: Unit 03-06
- English Level 1: Unit 03-07
- English Level 1: Unit 03-08
- English Level 1: Unit 03-09
- English Level 1: Unit 03-10
- English Level 1: Unit 04-01
- English Level 1: Unit 04-02
- English Level 1: Unit 04-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-05
- English Level 1: Unit 04-06
- English Level 1: Unit 04-07
- English Level 1: Unit 04-08
- English Level 1: Unit 04-09
- English Level 1: Unit 04-10
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02
- English Level 1: Unit 05-03
- English Level 1: Unit 05-04
- English Level 1: Unit 05-05
- English Level 1: Unit 05-06
- English Level 1: Unit 05-07
- English Level 1: Unit 05-08
- English Level 1: Unit 05-09
- English Level 1: Unit 05-10
- English Level 1: Unit 05-11
- English Level 1: Unit 06-01
- English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04



English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will recite poems or songs aloud or to oneself.

## Grade 2

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will imitate a classmate's response to a teacher's question or directions.

## Grade 2

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11

## GRADE LEVEL EXPECTATION

1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

## Grade 2

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09



English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher to restate or simplify directions.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01



English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

**Grade 2**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing



clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

## Grade 2

English Level 1: Unit 06-07

### GRADE LEVEL EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will share classroom materials and work successfully with a partner.

## Grade 2

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10

### GRADE LEVEL EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask for assistance with a task.

## Grade 2

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07

### GRADE LEVEL EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).



## Grade 2

English Level 1: Unit 01-02  
English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

## Grade 2

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 2**  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 2**  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05



English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 2**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08

GRADE LEVEL  
 EXPECTATION

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 2**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will use contextual clues.

**Grade 2**

English Level 1: Unit 04-08

GRADE LEVEL  
 EXPECTATION

2.3.1b. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.



2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will make pictures to check comprehension of a story or process.

## Grade 2

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
 English Level 1: Unit 06-07  
 English Level 1: Unit 06-08  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will take risks with language.

**Grade 2**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-03  
 English Level 1: Unit 05-05  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-10



English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 2**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07

GRADE LEVEL  
 EXPECTATION

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 2**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade 2

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07

## GRADE LEVEL EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 2

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

## GRADE LEVEL EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.



## Grade 2

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 07-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 1: Unit 08-08  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11

GRADE LEVEL  
 EXPECTATION

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 2**

English Level 1: Unit 06-07

GRADE LEVEL  
 EXPECTATION

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 2**

English Level 1: Unit 05-10

GRADE LEVEL  
 EXPECTATION

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 2**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will observe language use and behaviors of peers in different settings.

**Grade 2**

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 2**

English Level 1: Unit 05-10

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## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 3

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will engage listener's attention verbally or nonverbally.

#### Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 03-06  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-03  
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English Level 1: Unit 05-11



English Level 1: Unit 06-01  
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English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.



## Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will elicit information and ask clarification questions.

**Grade 3**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

GRADE LEVEL  
 EXPECTATION

1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 3**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09

GRADE LEVEL  
 EXPECTATION

1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 3**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03

GRADE LEVEL  
 EXPECTATION

1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will give and ask for permission.

**Grade 3**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07



English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 3**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 3**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 3**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 3**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05  
 English Level 2: Unit 15-01

GRADE LEVEL  
 EXPECTATION

1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a game, book, or computer program.

**Grade 3**

English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 3**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.



1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

### Grade 3

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 11-08  
English Level 2: Unit 13-03  
English Level 2: Unit 14-09

### GRADE LEVEL EXPECTATION

1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

### Grade 3

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

### GRADE LEVEL EXPECTATION

1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

### Grade 3

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

**GRADE LEVEL  
EXPECTATION**

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 3**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 04-01  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10



English Level 1: Unit 05-01  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
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English Level 1: Unit 08-11  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02



English Level 2: Unit 11-03  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will ask someone the meaning of a word.

**Grade 3**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 1: Unit 05-11



English Level 1: Unit 06-01  
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English Level 2: Unit 12-09  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

## GRADE LEVEL EXPECTATION

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

## Grade 3



English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 07-06  
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English Level 2: Unit 13-10  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

**Grade 3**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
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English Level 1: Unit 02-03  
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English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
Students will recite poems or songs aloud or to oneself.

**Grade 3**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01



English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10

## GRADE LEVEL EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will imitate a classmate's response to a teacher's question or directions.

### Grade 3

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04



English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 3**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02  
 English Level 2: Unit 15-09

**GRADE LEVEL  
 EXPECTATION**

1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will practice recently learned language by teaching a peer.

**Grade 3**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08



English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05



English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

## GRADE LEVEL EXPECTATION

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher to restate or simplify directions.

### Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06



English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08



English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL

2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



## EXPECTATION

use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will join in a group response at the appropriate time.

### Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07



English Level 1: Unit 06-08  
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English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 12-01  
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English Level 2: Unit 12-10



English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will greet a teacher when entering class.

**Grade 3**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10



GRADE LEVEL  
EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 3**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04

GRADE LEVEL  
EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 3**

- English Level 1: Unit 01-07
- English Level 1: Unit 01-10
- English Level 1: Unit 03-05
- English Level 1: Unit 03-09
- English Level 1: Unit 04-01
- English Level 1: Unit 04-08
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02
- English Level 1: Unit 05-05
- English Level 1: Unit 06-01
- English Level 1: Unit 06-09
- English Level 1: Unit 07-01
- English Level 1: Unit 07-02
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 1: Unit 08-07
- English Level 2: Unit 09-02
- English Level 2: Unit 09-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 11-01
- English Level 2: Unit 12-01
- English Level 2: Unit 12-08
- English Level 2: Unit 13-03
- English Level 2: Unit 13-08

GRADE LEVEL  
EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing,



synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

### Grade 3

English Level 2: Unit 11-07

English Level 2: Unit 12-02

## GRADE LEVEL EXPECTATION

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

### Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 01-09

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 04-02

English Level 1: Unit 04-10

English Level 1: Unit 05-04

English Level 1: Unit 05-07

English Level 1: Unit 06-03

English Level 1: Unit 06-08

English Level 1: Unit 07-03

English Level 1: Unit 07-07

English Level 1: Unit 07-08

English Level 1: Unit 07-11

English Level 2: Unit 09-03

English Level 2: Unit 09-05

English Level 2: Unit 09-09

English Level 2: Unit 10-08

English Level 2: Unit 12-02

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 13-05

English Level 2: Unit 14-09

English Level 2: Unit 16-01

English Level 2: Unit 16-04

English Level 2: Unit 18-01, 18-02, 18-03

English Level 2: Unit 18-04, 18-05, 18-06

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 2: Unit 19-09, 19-10



GRADE LEVEL  
EXPECTATION

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 3**

English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will construct a chart or other graphic showing data.

**Grade 3**

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 12-10  
English Level 2: Unit 14-05  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-06  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 19-03, 19-04, 19-05



GRADE LEVEL  
EXPECTATION

- 2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 3**

English Level 1: Unit 06-02  
English Level 1: Unit 06-08  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 11-02  
English Level 2: Unit 12-02  
English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL  
EXPECTATION

- 2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will locate reference material.

**Grade 3**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 3**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-07  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-08  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL  
EXPECTATION

- 2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will use contextual clues.

**Grade 3**

English Level 1: Unit 04-08  
English Level 2: Unit 13-02  
English Level 2: Unit 14-10

GRADE LEVEL  
EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 3**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 2.3.1b. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will make pictures to check comprehension of a story or process.

**Grade 3**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05



English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11



English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08



English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09

**GRADE LEVEL  
 EXPECTATION**

2.3.1c. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 3**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 3**  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will take risks with language.



## Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-08  
English Level 1: Unit 05-03  
English Level 1: Unit 05-05  
English Level 1: Unit 05-11  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 15-03  
English Level 2: Unit 15-10  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

- 2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 3**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

GRADE LEVEL  
 EXPECTATION

- 3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will role play a telephone conversation with an adult.

**Grade 3**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

- 3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when



it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will make polite requests.

## Grade 3

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

## GRADE LEVEL EXPECTATION

- 3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 3

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04



English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06



English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 3**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 3**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 3**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 3**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06



English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09



English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04



English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 3**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will observe language use and behaviors of peers in different settings.

**Grade 3**

English Level 1: Unit 01-10

GRADE LEVEL  
 EXPECTATION

3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will test appropriate use of newly acquired gestures and language.

**Grade 3**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07



English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

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## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 4

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

#### Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-06  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will write personal essays.



**Grade 4**

English Level 2: Unit 10-03  
English Level 2: Unit 14-09  
English Level 2: Unit 15-07

GRADE LEVEL  
EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will make plans for social engagements.

**Grade 4**

English Level 1: Unit 04-03  
English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will shop in a supermarket.

**Grade 4**

English Level 1: Unit 04-03  
English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will engage listener's attention verbally or nonverbally.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01



English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07



English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-03  
English Level 2: Unit 11-04



English Level 2: Unit 11-05  
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English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will elicit information and ask clarification questions.

**Grade 4**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

GRADE LEVEL  
EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

**Grade 4**

English Level 1: Unit 08-11  
English Level 2: Unit 14-09

GRADE LEVEL  
EXPECTATION

- 1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

**Grade 4**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03

GRADE LEVEL  
EXPECTATION

- 1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

#### Grade 4

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

#### GRADE LEVEL EXPECTATION

1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

#### Grade 4

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10

#### GRADE LEVEL EXPECTATION

1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

#### Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10



English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.1.1p. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 4**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 4**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 4**

English Level 1: Unit 04-04



English Level 1: Unit 04-10  
 English Level 1: Unit 05-03  
 English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe, read or write about a personal hero.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07



English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-08  
English Level 2: Unit 11-02  
English Level 2: Unit 11-06  
English Level 2: Unit 11-09  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-07  
English Level 2: Unit 13-02  
English Level 2: Unit 13-04  
English Level 2: Unit 13-07  
English Level 2: Unit 13-09  
English Level 2: Unit 14-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02



## EXPECTATION

through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss issues of personal importance or value.

### Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09



English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02



English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
- Students will write a poem, short story, play, or song.

#### Grade 4

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-05



English Level 1: Unit 03-07  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-07  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-03  
 English Level 2: Unit 11-05  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-07  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09

**GRADE LEVEL  
EXPECTATION**

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
- Students will describe favorite storybook characters.

**Grade 4**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05



English Level 2: Unit 15-01

GRADE LEVEL  
EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recommend a game, book, or computer program.

**Grade 4**

English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 4**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 4**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 11-08  
English Level 2: Unit 13-03  
English Level 2: Unit 14-09

GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 4**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10



English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

GRADE LEVEL  
 EXPECTATION

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will make requests for personal reasons.

**Grade 4**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

GRADE LEVEL  
 EXPECTATION

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a dictionary to validate choice of language.

**Grade 4**

English Level 1: Unit 02-09  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

- 1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask a classmate whether a particular word or phrase is correct.



## Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-06  
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English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01



English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a computer spell checker to verify spelling.

**Grade 4**

English Level 2: Unit 09-02  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use written sources to discover or check information.

**Grade 4**

English Level 2: Unit 15-04



GRADE LEVEL  
EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-07  
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English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10



English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask someone the meaning of a word.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03



English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 04-01  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 07-10  
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English Level 2: Unit 10-01  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will tell someone in the native language that a direction given in English was not understood.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01



English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03



English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09



English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
Students will recite poems or songs aloud.

**Grade 4**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09



English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 1.3.1k. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will imitate a classmate's response to a teacher's question or directions.

**Grade 4**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03  
 English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 1.3.1l. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development;



using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

#### Grade 4

English Level 2: Unit 11-07

English Level 2: Unit 12-02

English Level 2: Unit 15-09

#### GRADE LEVEL EXPECTATION

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

#### Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

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English Level 1: Unit 05-06



English Level 1: Unit 05-07  
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English Level 1: Unit 08-01  
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English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will follow directions to form groups.

## Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate cooperative roles and task assignments.

**Grade 4**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10



English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04

GRADE LEVEL  
EXPECTATION

- 2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will take turns when speaking in a group.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
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English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-01  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
 English Level 2: Unit 12-06  
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 English Level 2: Unit 14-02  
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 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will paraphrase a teacher's directions orally or in writing.

## Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
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English Level 1: Unit 04-01  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
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English Level 2: Unit 13-07  
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 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
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 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
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 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will respond to a teacher's general school-related small talk.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 08-01  
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English Level 1: Unit 08-04  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will explain the reason for being absent or late to a teacher.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04



English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

**Grade 4**

English Level 2: Unit 14-04  
 English Level 2: Unit 15-06

**GRADE LEVEL  
 EXPECTATION**

2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05



English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01



English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will join in a group response at the appropriate time.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05



English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will greet a teacher when entering class.

**Grade 4**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

2.1.1p. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 4**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04

GRADE LEVEL  
 EXPECTATION

2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 4**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05



English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 4**  
 English Level 1: Unit 04-04  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will synthesize, analyze, and evaluate information.

**Grade 4**  
 English Level 1: Unit 03-09  
 English Level 2: Unit 14-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will write a summary of a book, article, movie, or lecture.

**Grade 4**  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09



GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will research information on academic topics from multiple sources.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10



English Level 2: Unit 16-04  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 4**

English Level 1: Unit 01-09  
 English Level 1: Unit 02-08  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-02  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 4**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03



English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 4**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 04-02



English Level 1: Unit 04-10  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-08  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 4**  
 English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1l. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 4**  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03



English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

2.2.1m. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 4**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL  
 EXPECTATION

2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 4**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

GRADE LEVEL

2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 4**

- English Level 1: Unit 01-07
- English Level 1: Unit 01-10
- English Level 1: Unit 04-01
- English Level 1: Unit 04-07
- English Level 1: Unit 05-02
- English Level 1: Unit 06-01
- English Level 1: Unit 06-02
- English Level 1: Unit 08-01
- English Level 1: Unit 08-07
- English Level 2: Unit 09-02
- English Level 2: Unit 14-09
- English Level 2: Unit 16-02
- English Level 2: Unit 16-03
- English Level 2: Unit 16-08
- English Level 2: Unit 19-03, 19-04, 19-05
- English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXPECTATION

2.2.1r. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will use contextual clues.

**Grade 4**

- English Level 1: Unit 04-08
- English Level 2: Unit 13-02
- English Level 2: Unit 14-10

GRADE LEVEL EXPECTATION

2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 4**

- English Level 2: Unit 15-04
- English Level 2: Unit 16-04

GRADE LEVEL EXPECTATION

2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.



2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 4**

- English Level 1: Unit 01-09
- English Level 1: Unit 02-08
- English Level 1: Unit 06-05
- English Level 1: Unit 06-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-05
- English Level 1: Unit 08-07
- English Level 2: Unit 09-01
- English Level 2: Unit 11-05
- English Level 2: Unit 12-06
- English Level 2: Unit 12-10
- English Level 2: Unit 13-02
- English Level 2: Unit 15-05
- English Level 2: Unit 15-08
- English Level 2: Unit 15-10
- English Level 2: Unit 16-05
- English Level 2: Unit 16-10
- English Level 2: Unit 18-07, 18-08, 18-09
- English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL  
EXPECTATION

2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 4**

- English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will make pictures to check comprehension of a story or process.



## Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06



English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02



English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 4**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 4**  
 English Level 2: Unit 15-04



## English Level 2: Unit 16-04

### GRADE LEVEL EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will take risks with language.

### Grade 4

- English Level 1: Unit 01-01
- English Level 1: Unit 01-02
- English Level 1: Unit 01-05
- English Level 1: Unit 01-06
- English Level 1: Unit 01-09
- English Level 1: Unit 02-01
- English Level 1: Unit 02-07
- English Level 1: Unit 02-09
- English Level 1: Unit 03-01
- English Level 1: Unit 03-02
- English Level 1: Unit 04-02
- English Level 1: Unit 04-03
- English Level 1: Unit 04-05
- English Level 1: Unit 04-08
- English Level 1: Unit 05-03
- English Level 1: Unit 05-05
- English Level 1: Unit 05-11
- English Level 1: Unit 06-04
- English Level 1: Unit 06-05
- English Level 1: Unit 06-09
- English Level 1: Unit 06-10
- English Level 1: Unit 07-01
- English Level 1: Unit 07-02
- English Level 1: Unit 07-03
- English Level 1: Unit 07-04
- English Level 1: Unit 07-05
- English Level 1: Unit 07-06
- English Level 1: Unit 07-07
- English Level 1: Unit 07-09
- English Level 1: Unit 07-10
- English Level 1: Unit 07-11
- English Level 1: Unit 08-03
- English Level 1: Unit 08-04
- English Level 1: Unit 08-05
- English Level 1: Unit 08-07
- English Level 1: Unit 08-08
- English Level 1: Unit 08-09
- English Level 1: Unit 08-11
- English Level 2: Unit 09-02
- English Level 2: Unit 09-04
- English Level 2: Unit 09-06
- English Level 2: Unit 09-08
- English Level 2: Unit 10-05
- English Level 2: Unit 10-06
- English Level 2: Unit 11-05
- English Level 2: Unit 12-01
- English Level 2: Unit 12-04
- English Level 2: Unit 13-01



English Level 2: Unit 13-02  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

- 2.3.11. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 4**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

- 3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings;



recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will advise peers on appropriate language use.

**Grade 4**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04

**GRADE LEVEL EXPECTATION**

- 3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will write a dialogue incorporating idioms or slang.

**Grade 4**

- English Level 1: Unit 04-10
- English Level 2: Unit 09-04
- English Level 2: Unit 11-01
- English Level 2: Unit 12-06
- English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL EXPECTATION**

- 3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will create a commercial using an appropriate language style for the product.

**Grade 4**

- English Level 2: Unit 10-08
- English Level 2: Unit 14-08

**GRADE LEVEL EXPECTATION**

- 3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will create a cartoon or comic book.

**Grade 4**

- English Level 2: Unit 17-07, 17-08

**GRADE LEVEL**

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will



## EXPECTATION

use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

### Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08



English Level 2: Unit 12-09  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will determine when it is appropriate to tell a joke.

**Grade 4**

English Level 1: Unit 06-07



English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 4**

English Level 1: Unit 01-10

GRADE LEVEL  
 EXPECTATION

3.1.1m. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 4**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 4**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08



GRADE LEVEL  
EXPECTATION

- 3.1.1o. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04



English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 4**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will greet and take leave appropriately in a variety of settings.

**Grade 4**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

GRADE LEVEL  
EXPECTATION

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 4**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 4**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 4**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1d. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal



cues.  
Students will analyze nonverbal behavior.

**Grade 4**  
English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 4**  
English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

**Grade 4**  
English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.

**Grade 4**  
English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will obtain a teacher's attention in an appropriate manner.

**Grade 4**



English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 4**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will model behavior and language use of others in different situations and settings.

**Grade 4**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-08  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-03



English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06



English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10



GRADE LEVEL  
EXPECTATION

- 3.3.1b. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rephrase an utterance when it results in cultural misunderstanding.

**Grade 4**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 12-01  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
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 English Level 2: Unit 14-01  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
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 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

3.3.1d. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will observe language use and behaviors of peers in different settings.

**Grade 4**

English Level 1: Unit 01-10

GRADE LEVEL  
 EXPECTATION

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will rehearse different ways of speaking according to the formality of the setting.



## Grade 4

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03

## GRADE LEVEL EXPECTATION

- 3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will test appropriate use of newly acquired gestures and language.

## Grade 4

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 5

United States Standards - Hawaii Standards

GRADE LEVEL  
EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will write personal essays.



**Grade 5**

English Level 2: Unit 10-03  
English Level 2: Unit 14-09  
English Level 2: Unit 15-07

GRADE LEVEL  
EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will make plans for social engagements.

**Grade 5**

English Level 1: Unit 04-03  
English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will shop in a supermarket.

**Grade 5**

English Level 1: Unit 04-03  
English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will engage listener's attention verbally or nonverbally.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-07  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
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English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01



English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07



English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04



English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will elicit information and ask clarification questions.

**Grade 5**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

GRADE LEVEL  
EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

**Grade 5**

English Level 1: Unit 08-11  
English Level 2: Unit 14-09

GRADE LEVEL  
EXPECTATION

- 1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

**Grade 5**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03

GRADE LEVEL  
EXPECTATION

- 1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will give and ask for permission.

## Grade 5

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08

## GRADE LEVEL EXPECTATION

1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

## Grade 5

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10

## GRADE LEVEL EXPECTATION

1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

## Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10



English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.1.1p. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 5**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 5**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 5**

English Level 1: Unit 04-04



English Level 1: Unit 04-10  
 English Level 1: Unit 05-03  
 English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe, read or write about a personal hero.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07



English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-08  
English Level 2: Unit 11-02  
English Level 2: Unit 11-06  
English Level 2: Unit 11-09  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-07  
English Level 2: Unit 13-02  
English Level 2: Unit 13-04  
English Level 2: Unit 13-07  
English Level 2: Unit 13-09  
English Level 2: Unit 14-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02



## EXPECTATION

through, and with spoken and written English for personal expression and enjoyment.

1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.

Students will discuss issues of personal importance or value.

### Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09



English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02



English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
- Students will write a poem, short story, play, or song.

#### Grade 5

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-05



English Level 1: Unit 03-07  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-07  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-03  
 English Level 2: Unit 11-05  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-07  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09

**GRADE LEVEL  
 EXPECTATION**

1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 5**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05



English Level 2: Unit 15-01

GRADE LEVEL  
EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recommend a game, book, or computer program.

**Grade 5**

English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 5**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 5**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 11-08  
English Level 2: Unit 13-03  
English Level 2: Unit 14-09

GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 5**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10



English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will make requests for personal reasons.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a dictionary to validate choice of language.

**Grade 5**

English Level 1: Unit 02-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask a classmate whether a particular word or phrase is correct.



## Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-06  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
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English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
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English Level 2: Unit 13-02  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01



English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
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 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a computer spell checker to verify spelling.

**Grade 5**

English Level 2: Unit 09-02  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use written sources to discover or check information.

**Grade 5**

English Level 2: Unit 15-04



GRADE LEVEL  
EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
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English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
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English Level 1: Unit 06-07  
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English Level 1: Unit 08-03  
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English Level 1: Unit 08-05  
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English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
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English Level 2: Unit 09-04  
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English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
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English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10



English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask someone the meaning of a word.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03



English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
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English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 04-01  
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English Level 1: Unit 04-07  
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English Level 1: Unit 05-01  
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English Level 1: Unit 07-10  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will tell someone in the native language that a direction given in English was not understood.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01



English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03



English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09



English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will recite poems or songs aloud.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03  
 English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09



English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 1.3.1k. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will imitate a classmate's response to a teacher's question or directions.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03  
 English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 1.3.1l. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development;



using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

## Grade 5

English Level 2: Unit 11-07

English Level 2: Unit 12-02

English Level 2: Unit 15-09

## GRADE LEVEL EXPECTATION

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will practice recently learned language by teaching a peer.

## Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06



English Level 1: Unit 05-07  
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English Level 2: Unit 09-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
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 English Level 2: Unit 12-06  
 English Level 2: Unit 12-07  
 English Level 2: Unit 12-08  
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 English Level 2: Unit 13-01  
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 English Level 2: Unit 14-01  
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 English Level 2: Unit 14-09  
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 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will follow directions to form groups.

## Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
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English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
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English Level 1: Unit 07-11  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
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 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
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 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
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 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will negotiate cooperative roles and task assignments.

**Grade 5**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10



English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04

GRADE LEVEL  
EXPECTATION

- 2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will take turns when speaking in a group.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
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English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-11  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
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 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
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 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.



Students will paraphrase a teacher's directions orally or in writing.

## Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
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English Level 2: Unit 13-07  
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 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
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 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will respond to a teacher's general school-related small talk.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 03-01  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will explain the reason for being absent or late to a teacher.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04



English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

**Grade 5**

English Level 2: Unit 14-04  
 English Level 2: Unit 15-06

**GRADE LEVEL  
 EXPECTATION**

2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03



English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05



English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01



English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will join in a group response at the appropriate time.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05



English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will greet a teacher when entering class.

**Grade 5**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

2.1.1p. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 5**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04

GRADE LEVEL  
 EXPECTATION

2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05



English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 5**  
 English Level 1: Unit 04-04  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will synthesize, analyze, and evaluate information.

**Grade 5**  
 English Level 1: Unit 03-09  
 English Level 2: Unit 14-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will write a summary of a book, article, movie, or lecture.

**Grade 5**  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09



GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will research information on academic topics from multiple sources.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10



English Level 2: Unit 16-04  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08

**GRADE LEVEL  
 EXPECTATION**

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 5**

English Level 1: Unit 01-09  
 English Level 1: Unit 02-08  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-02  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 5**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03



English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 5**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 04-02



English Level 1: Unit 04-10  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-08  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 5**

English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

2.2.1l. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 5**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03



English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

2.2.1m. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 5**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL  
 EXPECTATION

2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 5**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

GRADE LEVEL

2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



## EXPECTATION

use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

### Grade 5

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08

## GRADE LEVEL EXPECTATION

2.2.1r. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will use contextual clues.

### Grade 5

English Level 1: Unit 04-08  
 English Level 2: Unit 13-02  
 English Level 2: Unit 14-10

## GRADE LEVEL EXPECTATION

2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

### Grade 5

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

## GRADE LEVEL EXPECTATION

2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.



2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will verbalize relationships between new information and information previously learned in another setting.

## Grade 5

English Level 1: Unit 01-09  
 English Level 1: Unit 02-08  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-05  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-01  
 English Level 2: Unit 11-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-02  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02

## GRADE LEVEL EXPECTATION

2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will use verbal and nonverbal cues to know when to pay attention.

## Grade 5

English Level 2: Unit 13-06

## GRADE LEVEL EXPECTATION

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will make pictures to check comprehension of a story or process.



## Grade 5

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06



English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02



English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 5**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 5**  
 English Level 2: Unit 15-04



English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will take risks with language.

**Grade 5**

- English Level 1: Unit 01-01
- English Level 1: Unit 01-02
- English Level 1: Unit 01-05
- English Level 1: Unit 01-06
- English Level 1: Unit 01-09
- English Level 1: Unit 02-01
- English Level 1: Unit 02-07
- English Level 1: Unit 02-09
- English Level 1: Unit 03-01
- English Level 1: Unit 03-02
- English Level 1: Unit 04-02
- English Level 1: Unit 04-03
- English Level 1: Unit 04-05
- English Level 1: Unit 04-08
- English Level 1: Unit 05-03
- English Level 1: Unit 05-05
- English Level 1: Unit 05-11
- English Level 1: Unit 06-04
- English Level 1: Unit 06-05
- English Level 1: Unit 06-09
- English Level 1: Unit 06-10
- English Level 1: Unit 07-01
- English Level 1: Unit 07-02
- English Level 1: Unit 07-03
- English Level 1: Unit 07-04
- English Level 1: Unit 07-05
- English Level 1: Unit 07-06
- English Level 1: Unit 07-07
- English Level 1: Unit 07-09
- English Level 1: Unit 07-10
- English Level 1: Unit 07-11
- English Level 1: Unit 08-03
- English Level 1: Unit 08-04
- English Level 1: Unit 08-05
- English Level 1: Unit 08-07
- English Level 1: Unit 08-08
- English Level 1: Unit 08-09
- English Level 1: Unit 08-11
- English Level 2: Unit 09-02
- English Level 2: Unit 09-04
- English Level 2: Unit 09-06
- English Level 2: Unit 09-08
- English Level 2: Unit 10-05
- English Level 2: Unit 10-06
- English Level 2: Unit 11-05
- English Level 2: Unit 12-01
- English Level 2: Unit 12-04
- English Level 2: Unit 13-01



English Level 2: Unit 13-02  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

- 2.3.11. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08

**GRADE LEVEL  
 EXPECTATION**

- 3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings;



recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will advise peers on appropriate language use.

**Grade 5**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04

**GRADE LEVEL EXPECTATION**

- 3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will write a dialogue incorporating idioms or slang.

**Grade 5**

- English Level 1: Unit 04-10
- English Level 2: Unit 09-04
- English Level 2: Unit 11-01
- English Level 2: Unit 12-06
- English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL EXPECTATION**

- 3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will create a commercial using an appropriate language style for the product.

**Grade 5**

- English Level 2: Unit 10-08
- English Level 2: Unit 14-08

**GRADE LEVEL EXPECTATION**

- 3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will create a cartoon or comic book.

**Grade 5**

- English Level 2: Unit 17-07, 17-08

**GRADE LEVEL**

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will



## EXPECTATION

use the appropriate language variety, register, and genre according to audience, purpose, and setting.

3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

### Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08



English Level 2: Unit 12-09  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will determine when it is appropriate to tell a joke.

**Grade 5**

English Level 1: Unit 06-07



English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 5**

English Level 1: Unit 01-10

GRADE LEVEL  
 EXPECTATION

3.1.1m. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 5**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 5**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08



GRADE LEVEL  
EXPECTATION

- 3.1.1o. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04



English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

- 3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 5**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10

GRADE LEVEL  
 EXPECTATION

- 3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.



3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will greet and take leave appropriately in a variety of settings.

**Grade 5**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

GRADE LEVEL  
EXPECTATION

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 5**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 5**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 5**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1d. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal



cues.  
Students will analyze nonverbal behavior.

**Grade 5**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 5**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

**Grade 5**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.

**Grade 5**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will obtain a teacher's attention in an appropriate manner.

**Grade 5**



English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 5**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will model behavior and language use of others in different situations and settings.

**Grade 5**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-08  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-03



English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06



English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10



GRADE LEVEL  
EXPECTATION

- 3.3.1b. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rephrase an utterance when it results in cultural misunderstanding.

**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-06  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 13-01  
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English Level 2: Unit 13-06



English Level 2: Unit 13-07  
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 English Level 2: Unit 14-01  
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 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL  
 EXPECTATION

3.3.1d. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will observe language use and behaviors of peers in different settings.

**Grade 5**

English Level 1: Unit 01-10

GRADE LEVEL  
 EXPECTATION

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will rehearse different ways of speaking according to the formality of the setting.



**Grade 5**

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03

**GRADE LEVEL  
EXPECTATION**

- 3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will test appropriate use of newly acquired gestures and language.

**Grade 5**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03



## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 6

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

#### Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-06  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
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English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08



English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
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English Level 3: Unit 06-04  
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English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
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English Level 3: Unit 09-01  
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English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01



English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, and friends.

**Grade 6**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 6**

English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06



English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will make plans for social engagements.

**Grade 6**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will shop in a supermarket.

**Grade 6**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will engage listener's attention verbally or nonverbally.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05



English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07



English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-04  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 06-07



English Level 3: Unit 07-01  
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English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

**GRADE LEVEL  
EXPECTATION**

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

**Grade 6**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06



English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-03  
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English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10



English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
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English Level 2: Unit 09-05  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04



English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 04-05



English Level 3: Unit 04-06  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
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English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07



English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 6**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 6**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

- 1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 6**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

**GRADE LEVEL  
 EXPECTATION**

- 1.1.1I. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will give and ask for permission.

**Grade 6**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03



GRADE LEVEL  
EXPECTATION

- 1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 6**

- English Level 1: Unit 06-07
- English Level 2: Unit 09-04
- English Level 2: Unit 10-02
- English Level 2: Unit 10-10
- English Level 3: Unit 02-05
- English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 6**

- English Level 1: Unit 01-01
- English Level 1: Unit 01-02
- English Level 1: Unit 01-03
- English Level 1: Unit 01-04
- English Level 1: Unit 01-05
- English Level 1: Unit 01-06
- English Level 1: Unit 01-07
- English Level 1: Unit 01-08
- English Level 1: Unit 01-09
- English Level 1: Unit 01-10
- English Level 1: Unit 02-01
- English Level 1: Unit 02-02
- English Level 1: Unit 02-03
- English Level 1: Unit 02-04
- English Level 1: Unit 02-05
- English Level 1: Unit 02-06
- English Level 1: Unit 02-07
- English Level 1: Unit 02-08
- English Level 1: Unit 02-09
- English Level 1: Unit 02-10
- English Level 1: Unit 03-01
- English Level 1: Unit 03-02
- English Level 1: Unit 03-03
- English Level 1: Unit 03-04
- English Level 1: Unit 03-05
- English Level 1: Unit 03-06
- English Level 1: Unit 03-07
- English Level 1: Unit 03-08
- English Level 1: Unit 03-09
- English Level 1: Unit 03-10
- English Level 1: Unit 04-01
- English Level 1: Unit 04-02
- English Level 1: Unit 04-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-05
- English Level 1: Unit 04-06
- English Level 1: Unit 04-07
- English Level 1: Unit 04-08
- English Level 1: Unit 04-09
- English Level 1: Unit 04-10
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
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English Level 1: Unit 07-11  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-04



English Level 2: Unit 11-05  
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English Level 2: Unit 12-01  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 6**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

1.1.1p. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 6**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.



**Grade 6**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 2: Unit 13-03
- English Level 3: Unit 01-04
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write in a diary or personal journal.

**Grade 6**

- English Level 1: Unit 04-04
- English Level 1: Unit 04-10
- English Level 1: Unit 05-03
- English Level 1: Unit 06-06
- English Level 1: Unit 06-10
- English Level 1: Unit 07-06
- English Level 1: Unit 08-03
- English Level 1: Unit 08-07
- English Level 2: Unit 09-07
- English Level 2: Unit 10-03
- English Level 2: Unit 10-07
- English Level 2: Unit 11-02
- English Level 2: Unit 12-01
- English Level 2: Unit 12-02
- English Level 2: Unit 12-06
- English Level 2: Unit 12-10
- English Level 2: Unit 13-05
- English Level 2: Unit 13-06
- English Level 2: Unit 14-01
- English Level 2: Unit 14-03
- English Level 2: Unit 14-10
- English Level 2: Unit 15-01
- English Level 2: Unit 15-06
- English Level 2: Unit 16-06
- English Level 2: Unit 16-10
- English Level 2: Unit 17-01, 17-02, 17-03
- English Level 2: Unit 17-07, 17-08
- English Level 2: Unit 18-04, 18-05, 18-06
- English Level 2: Unit 18-07, 18-08, 18-09
- English Level 2: Unit 19-03, 19-04, 19-05
- English Level 3: Unit 03-01
- English Level 3: Unit 03-02
- English Level 3: Unit 03-03
- English Level 3: Unit 03-04
- English Level 3: Unit 06-01
- English Level 3: Unit 06-02
- English Level 3: Unit 09-01
- English Level 3: Unit 09-02
- English Level 3: Unit 11-02
- English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will describe, read or write about a personal hero.

**Grade 6**



English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-08



English Level 2: Unit 11-02  
English Level 2: Unit 11-06  
English Level 2: Unit 11-09  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-07  
English Level 2: Unit 13-02  
English Level 2: Unit 13-04  
English Level 2: Unit 13-07  
English Level 2: Unit 13-09  
English Level 2: Unit 14-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 03-03  
English Level 3: Unit 03-06  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-05  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-06



English Level 3: Unit 09-02  
 English Level 3: Unit 09-04  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-07

GRADE LEVEL  
 EXPECTATION

1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 6**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03



English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05



English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08



English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will locate information for leisure activities (in oral or written form).

**Grade 6**

English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write a poem, short story, play, or song.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08



English Level 1: Unit 02-09  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-07  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-07  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-03  
 English Level 2: Unit 11-05  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-07  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

**Grade 6**

- English Level 1: Unit 05-02
- English Level 1: Unit 05-11
- English Level 1: Unit 06-02
- English Level 1: Unit 06-03
- English Level 1: Unit 08-11
- English Level 2: Unit 09-01
- English Level 2: Unit 14-05
- English Level 2: Unit 15-01

GRADE LEVEL  
EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recommend a game, book, or computer program.

**Grade 6**

- English Level 2: Unit 19-09, 19-10
- English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 6**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 2: Unit 13-03
- English Level 2: Unit 19-09, 19-10
- English Level 3: Unit 01-04
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06
- English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 6**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 1: Unit 08-11
- English Level 2: Unit 11-08
- English Level 2: Unit 13-03
- English Level 2: Unit 14-09
- English Level 3: Unit 01-04
- English Level 3: Unit 03-05
- English Level 3: Unit 04-09
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06
- English Level 3: Unit 06-03
- English Level 3: Unit 07-01
- English Level 3: Unit 10-04
- English Level 3: Unit 12-04



GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 6**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade 6**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01



English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a dictionary to validate choice of language.

**Grade 6**

English Level 1: Unit 02-09  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

- 1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask a classmate whether a particular word or phrase is correct.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 10-01  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03



English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
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English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
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English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a computer spell checker to verify spelling.

**Grade 6**

English Level 2: Unit 09-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use written sources to discover or check information.

**Grade 6**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05



English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask someone the meaning of a word.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-03  
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English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-11  
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English Level 1: Unit 07-02  
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English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-04  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03  
English Level 3: Unit 03-05

**GRADE LEVEL  
EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 6**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-05  
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English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09



English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
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English Level 1: Unit 06-06  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
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English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 10-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01



English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02

GRADE LEVEL  
EXPECTATION

1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

## Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-09  
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English Level 1: Unit 06-07  
English Level 1: Unit 06-08



English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 08-11  
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English Level 2: Unit 12-01  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01



English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
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 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
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 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will recite poems or songs aloud.

**Grade 6**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01



English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10



English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1k. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
Students will imitate a classmate's response to a teacher's question or directions.

**Grade 6**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
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 English Level 3: Unit 05-07  
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 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1l. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 6**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-03  
 English Level 3: Unit 02-01

**GRADE LEVEL  
EXPECTATION**

- 1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will practice recently learned language by teaching a peer.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 07-09  
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English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
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 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
EXPECTATION**

- 2.1.1.c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will follow directions to form groups.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08



English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-11  
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English Level 1: Unit 07-11  
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English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11



English Level 2: Unit 09-01  
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English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06



English Level 2: Unit 15-07  
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 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate cooperative roles and task assignments.

**Grade 6**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will take turns when speaking in a group.



## Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
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English Level 1: Unit 03-01  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
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English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
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English Level 3: Unit 11-05  
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English Level 3: Unit 12-06  
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English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

### Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 2: Unit 11-08  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02



GRADE LEVEL  
EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

**Grade 6**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 04-01  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-04



English Level 1: Unit 06-05  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-11  
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English Level 2: Unit 12-08  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

**Grade 6**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 1: Unit 04-05



English Level 1: Unit 04-06  
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English Level 2: Unit 10-08  
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English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 08-01  
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 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

**Grade 6**

English Level 2: Unit 14-04  
 English Level 2: Unit 15-06  
 English Level 3: Unit 03-04

GRADE LEVEL  
 EXPECTATION

2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01



English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
 EXPECTATION**

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will join in a group response at the appropriate time.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10



English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01



English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

**Grade 6**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

2.1.1p. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

**Grade 6**

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

**Grade 6**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 6**

English Level 1: Unit 04-04  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-08  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will synthesize, analyze, and evaluate information.

**Grade 6**

English Level 1: Unit 03-09  
 English Level 2: Unit 14-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will write a summary of a book, article, movie, or lecture.

**Grade 6**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09



English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate information appropriate to an assignment in text or reference materials.

**Grade 6**

English Level 3: Unit 01-04

GRADE LEVEL  
 EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will research information on academic topics from multiple sources.

**Grade 6**

- English Level 1: Unit 01-01
- English Level 1: Unit 01-03
- English Level 1: Unit 01-06
- English Level 1: Unit 01-08
- English Level 1: Unit 01-09
- English Level 1: Unit 01-10
- English Level 1: Unit 02-01
- English Level 1: Unit 02-05
- English Level 1: Unit 02-06
- English Level 1: Unit 02-09
- English Level 1: Unit 02-10
- English Level 1: Unit 03-02
- English Level 1: Unit 03-03
- English Level 1: Unit 03-08
- English Level 1: Unit 04-03
- English Level 1: Unit 04-08
- English Level 1: Unit 04-09
- English Level 1: Unit 05-06
- English Level 1: Unit 05-08
- English Level 1: Unit 06-03
- English Level 1: Unit 06-04
- English Level 1: Unit 06-06
- English Level 1: Unit 06-07
- English Level 1: Unit 06-11
- English Level 1: Unit 07-01
- English Level 1: Unit 07-02
- English Level 1: Unit 07-04
- English Level 1: Unit 07-05
- English Level 1: Unit 07-08
- English Level 1: Unit 07-09
- English Level 1: Unit 07-10
- English Level 1: Unit 08-02
- English Level 1: Unit 08-04
- English Level 1: Unit 08-06
- English Level 1: Unit 08-09
- English Level 1: Unit 08-11



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-05  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-06  
English Level 3: Unit 04-03  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-06  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-03  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 09-01  
English Level 3: Unit 09-03  
English Level 3: Unit 09-06  
English Level 3: Unit 10-04  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-02  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07

GRADE LEVEL  
EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.



2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

## Grade 6

English Level 1: Unit 01-09  
English Level 1: Unit 02-08  
English Level 1: Unit 05-07  
English Level 1: Unit 06-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 15-08  
English Level 2: Unit 15-10  
English Level 2: Unit 16-05  
English Level 2: Unit 16-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 03-01  
English Level 3: Unit 03-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05

## GRADE LEVEL EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

## Grade 6

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 6**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-10



English Level 1: Unit 05-04  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-08  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-02  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-03

**GRADE LEVEL  
 EXPECTATION**

- 2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 6**

English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

- 2.2.1l. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 6**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL EXPECTATION**

2.2.1m. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 6**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL EXPECTATION**

2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information



orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

**Grade 6**

English Level 2: Unit 15-04

English Level 2: Unit 16-04

**GRADE LEVEL  
EXPECTATION**

2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 6**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

**GRADE LEVEL  
EXPECTATION**

2.2.1r. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 6**

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10



GRADE LEVEL  
EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 6**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 6**

English Level 1: Unit 01-09  
English Level 1: Unit 02-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-05  
English Level 1: Unit 08-07  
English Level 2: Unit 09-01  
English Level 2: Unit 11-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 15-05  
English Level 2: Unit 15-08  
English Level 2: Unit 15-10  
English Level 2: Unit 16-05  
English Level 2: Unit 16-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 03-01  
English Level 3: Unit 03-03  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 06-04  
English Level 3: Unit 07-07  
English Level 3: Unit 12-10

GRADE LEVEL

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 6**  
 English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will make pictures to check comprehension of a story or process.

**Grade 6**  
 English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01



English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03



English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 6**

English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 6**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rehearse and visualize information.

**Grade 6**

English Level 3: Unit 01-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will take risks with language.

**Grade 6**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-08  
English Level 1: Unit 05-03  
English Level 1: Unit 05-05  
English Level 1: Unit 05-11  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08



English Level 2: Unit 13-09  
English Level 2: Unit 15-03  
English Level 2: Unit 15-10  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03



English Level 3: Unit 09-05  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 6**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 6**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01



English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 6**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.

**Grade 6**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a dialogue incorporating idioms or slang.



**Grade 6**

English Level 1: Unit 04-10  
 English Level 2: Unit 09-04  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-06  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-06  
 English Level 3: Unit 03-01  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write business and personal letters.

**Grade 6**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a commercial using an appropriate language style for the product.

**Grade 6**

English Level 2: Unit 10-08  
 English Level 2: Unit 14-08  
 English Level 3: Unit 01-02

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a cartoon or comic book.

**Grade 6**

English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09



English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02



English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10



English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will determine when it is appropriate to tell a joke.

**Grade 6**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 6**

English Level 1: Unit 01-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1m. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 6**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings;



recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade 6

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

## GRADE LEVEL EXPECTATION

- 3.1.1o. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 6

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10



English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07



English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04



English Level 3: Unit 07-05  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 6**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

## Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

## GRADE LEVEL EXPECTATION

- 3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will greet and take leave appropriately in a variety of settings.

## Grade 6

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

## GRADE LEVEL EXPECTATION

- 3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
- Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

## GRADE LEVEL EXPECTATION

- 3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
- Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

## GRADE LEVEL EXPECTATION

- 3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language;



demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1d. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will analyze nonverbal behavior.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

## Grade 6

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.



**Grade 6**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 6**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 6**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will model behavior and language use of others in different situations and settings.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-11  
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English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 14-04  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
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 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 3.3.1b. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rephrase an utterance when it results in cultural misunderstanding.

**Grade 6**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
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 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
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English Level 1: Unit 02-01  
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English Level 1: Unit 08-08



English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
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English Level 2: Unit 15-05  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 05-04  
English Level 3: Unit 05-05



English Level 3: Unit 05-06  
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English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.3.1d. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting



and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will observe language use and behaviors of peers in different settings.

## Grade 6

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rehearse different ways of speaking according to the formality of the setting.

## Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-06

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 06-04

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-11

English Level 2: Unit 13-07

English Level 2: Unit 13-08

English Level 2: Unit 15-03

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-04

English Level 2: Unit 16-07

English Level 2: Unit 16-08

English Level 2: Unit 16-09

English Level 2: Unit 16-10

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-07, 17-08

English Level 2: Unit 18-01, 18-02, 18-03

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 01-09

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 03-02

English Level 3: Unit 03-03

English Level 3: Unit 03-04

English Level 3: Unit 03-06

English Level 3: Unit 04-01



English Level 3: Unit 04-02  
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English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will test appropriate use of newly acquired gestures and language.

### Grade 6

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04





## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 7

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

#### Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08



English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 03-07  
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English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
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English Level 3: Unit 09-09  
English Level 3: Unit 10-01



English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
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 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, and friends.

**Grade 7**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 7**

English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06



English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will make plans for social engagements.

**Grade 7**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will shop in a supermarket.

**Grade 7**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will engage listener's attention verbally or nonverbally.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
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 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
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 English Level 1: Unit 02-10  
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 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05



English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
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English Level 1: Unit 04-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-11  
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English Level 2: Unit 09-07



English Level 2: Unit 09-08  
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English Level 2: Unit 15-09  
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English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 02-01  
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English Level 3: Unit 05-01  
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English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
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English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07



English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
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English Level 3: Unit 07-09  
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English Level 3: Unit 08-01  
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English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

### Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06



English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
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English Level 1: Unit 02-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 2: Unit 17-04, 17-05, 17-06  
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English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07



English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 7**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 7**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 7**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

**GRADE LEVEL  
EXPECTATION**

- 1.1.1I. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

**Grade 7**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03



GRADE LEVEL  
EXPECTATION

- 1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 7**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10  
English Level 3: Unit 02-05  
English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 7**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04



English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01



English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 7**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1p. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 7**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.



**Grade 7**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 2: Unit 13-03
- English Level 3: Unit 01-04
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write in a diary or personal journal.

**Grade 7**

- English Level 1: Unit 04-04
- English Level 1: Unit 04-10
- English Level 1: Unit 05-03
- English Level 1: Unit 06-06
- English Level 1: Unit 06-10
- English Level 1: Unit 07-06
- English Level 1: Unit 08-03
- English Level 1: Unit 08-07
- English Level 2: Unit 09-07
- English Level 2: Unit 10-03
- English Level 2: Unit 10-07
- English Level 2: Unit 11-02
- English Level 2: Unit 12-01
- English Level 2: Unit 12-02
- English Level 2: Unit 12-06
- English Level 2: Unit 12-10
- English Level 2: Unit 13-05
- English Level 2: Unit 13-06
- English Level 2: Unit 14-01
- English Level 2: Unit 14-03
- English Level 2: Unit 14-10
- English Level 2: Unit 15-01
- English Level 2: Unit 15-06
- English Level 2: Unit 16-06
- English Level 2: Unit 16-10
- English Level 2: Unit 17-01, 17-02, 17-03
- English Level 2: Unit 17-07, 17-08
- English Level 2: Unit 18-04, 18-05, 18-06
- English Level 2: Unit 18-07, 18-08, 18-09
- English Level 2: Unit 19-03, 19-04, 19-05
- English Level 3: Unit 03-01
- English Level 3: Unit 03-02
- English Level 3: Unit 03-03
- English Level 3: Unit 03-04
- English Level 3: Unit 06-01
- English Level 3: Unit 06-02
- English Level 3: Unit 09-01
- English Level 3: Unit 09-02
- English Level 3: Unit 11-02
- English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will describe, read or write about a personal hero.

**Grade 7**



English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-08



English Level 2: Unit 11-02  
English Level 2: Unit 11-06  
English Level 2: Unit 11-09  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-07  
English Level 2: Unit 13-02  
English Level 2: Unit 13-04  
English Level 2: Unit 13-07  
English Level 2: Unit 13-09  
English Level 2: Unit 14-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 03-03  
English Level 3: Unit 03-06  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-05  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-06



English Level 3: Unit 09-02  
 English Level 3: Unit 09-04  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-07

GRADE LEVEL  
 EXPECTATION

- 1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 7**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03



English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05



English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
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English Level 3: Unit 04-01  
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English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08



English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will locate information for leisure activities (in oral or written form).

**Grade 7**

English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write a poem, short story, play, or song.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08



English Level 1: Unit 02-09  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-07  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-08  
 English Level 1: Unit 05-10  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-07  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-02  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-03  
 English Level 2: Unit 11-05  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-04  
 English Level 2: Unit 12-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-07  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

## Grade 7

English Level 1: Unit 05-02  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 14-05  
English Level 2: Unit 15-01

### GRADE LEVEL EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recommend a game, book, or computer program.

## Grade 7

English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

## Grade 7

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

## Grade 7

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 11-08  
English Level 2: Unit 13-03  
English Level 2: Unit 14-09  
English Level 3: Unit 01-04  
English Level 3: Unit 03-05  
English Level 3: Unit 04-09  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 06-03  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04  
English Level 3: Unit 12-04



GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 7**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade 7**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01



English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a dictionary to validate choice of language.

**Grade 7**

English Level 1: Unit 02-09  
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL  
 EXPECTATION**

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask a classmate whether a particular word or phrase is correct.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-11  
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English Level 2: Unit 10-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-03



English Level 2: Unit 11-04  
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English Level 2: Unit 12-01  
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English Level 2: Unit 13-06  
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English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a computer spell checker to verify spelling.

**Grade 7**

English Level 2: Unit 09-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use written sources to discover or check information.

**Grade 7**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05



English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask someone the meaning of a word.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03



English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03  
English Level 3: Unit 03-05

**GRADE LEVEL  
EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 7**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09



English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01



English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 14-02  
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English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02

GRADE LEVEL  
EXPECTATION

1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

## Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08



English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01



English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
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 English Level 2: Unit 14-07  
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 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-04  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will recite poems or songs aloud.

**Grade 7**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01



English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10



English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1k. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will imitate a classmate's response to a teacher's question or directions.

**Grade 7**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03  
 English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1l. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 7**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-03  
 English Level 3: Unit 02-01

**GRADE LEVEL  
EXPECTATION**

- 1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will practice recently learned language by teaching a peer.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08



English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
EXPECTATION**

2.1.1.c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will follow directions to form groups.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
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 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
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 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08



English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
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English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-07  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-11



English Level 2: Unit 09-01  
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English Level 2: Unit 10-01  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 15-05  
English Level 2: Unit 15-06



English Level 2: Unit 15-07  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate cooperative roles and task assignments.

**Grade 7**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will take turns when speaking in a group.



## Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
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English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05



English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04



English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

### Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 05-05



English Level 1: Unit 05-06  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
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English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02



GRADE LEVEL  
EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

**Grade 7**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
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English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
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English Level 3: Unit 10-01  
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English Level 3: Unit 10-06  
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 English Level 3: Unit 11-01  
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 English Level 3: Unit 12-01  
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 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will explain the reason for being absent or late to a teacher.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
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 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
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 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
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 English Level 1: Unit 04-05



English Level 1: Unit 04-06  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 2: Unit 10-08  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 07-10



English Level 3: Unit 08-01  
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 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

**Grade 7**

English Level 2: Unit 14-04  
 English Level 2: Unit 15-06  
 English Level 3: Unit 03-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01



English Level 2: Unit 14-02  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will join in a group response at the appropriate time.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
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 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
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English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10



English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01



English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



EXPECTATION

use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

**Grade 7**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

2.1.1p. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

**Grade 7**

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

**Grade 7**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 7**

English Level 1: Unit 04-04  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-08  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will synthesize, analyze, and evaluate information.

**Grade 7**

English Level 1: Unit 03-09  
 English Level 2: Unit 14-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will write a summary of a book, article, movie, or lecture.

**Grade 7**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09



English Level 3: Unit 07-01  
English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will locate information appropriate to an assignment in text or reference materials.

**Grade 7**

English Level 3: Unit 01-04

GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will research information on academic topics from multiple sources.

**Grade 7**

- English Level 1: Unit 01-01
- English Level 1: Unit 01-03
- English Level 1: Unit 01-06
- English Level 1: Unit 01-08
- English Level 1: Unit 01-09
- English Level 1: Unit 01-10
- English Level 1: Unit 02-01
- English Level 1: Unit 02-05
- English Level 1: Unit 02-06
- English Level 1: Unit 02-09
- English Level 1: Unit 02-10
- English Level 1: Unit 03-02
- English Level 1: Unit 03-03
- English Level 1: Unit 03-08
- English Level 1: Unit 04-03
- English Level 1: Unit 04-08
- English Level 1: Unit 04-09
- English Level 1: Unit 05-06
- English Level 1: Unit 05-08
- English Level 1: Unit 06-03
- English Level 1: Unit 06-04
- English Level 1: Unit 06-06
- English Level 1: Unit 06-07
- English Level 1: Unit 06-11
- English Level 1: Unit 07-01
- English Level 1: Unit 07-02
- English Level 1: Unit 07-04
- English Level 1: Unit 07-05
- English Level 1: Unit 07-08
- English Level 1: Unit 07-09
- English Level 1: Unit 07-10
- English Level 1: Unit 08-02
- English Level 1: Unit 08-04
- English Level 1: Unit 08-06
- English Level 1: Unit 08-09
- English Level 1: Unit 08-11



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-05  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-06  
English Level 3: Unit 04-03  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-06  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-03  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 09-01  
English Level 3: Unit 09-03  
English Level 3: Unit 09-06  
English Level 3: Unit 10-04  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-02  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07

GRADE LEVEL  
EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.



2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

## Grade 7

English Level 1: Unit 01-09  
English Level 1: Unit 02-08  
English Level 1: Unit 05-07  
English Level 1: Unit 06-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 15-08  
English Level 2: Unit 15-10  
English Level 2: Unit 16-05  
English Level 2: Unit 16-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 03-01  
English Level 3: Unit 03-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05

## GRADE LEVEL EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

## Grade 7

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 7**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-10



English Level 1: Unit 05-04  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-08  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-02  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-03

**GRADE LEVEL  
 EXPECTATION**

- 2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 7**

English Level 1: Unit 08-11

**GRADE LEVEL  
 EXPECTATION**

- 2.2.1l. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 7**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1m. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 7**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL  
 EXPECTATION**

2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information



orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

**Grade 7**

English Level 2: Unit 15-04

English Level 2: Unit 16-04

**GRADE LEVEL  
EXPECTATION**

2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 7**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

**GRADE LEVEL  
EXPECTATION**

2.2.1r. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 7**

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10



GRADE LEVEL  
EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 7**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 7**

English Level 1: Unit 01-09  
English Level 1: Unit 02-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-05  
English Level 1: Unit 08-07  
English Level 2: Unit 09-01  
English Level 2: Unit 11-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 15-05  
English Level 2: Unit 15-08  
English Level 2: Unit 15-10  
English Level 2: Unit 16-05  
English Level 2: Unit 16-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 03-01  
English Level 3: Unit 03-03  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 06-04  
English Level 3: Unit 07-07  
English Level 3: Unit 12-10

GRADE LEVEL

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 7**  
 English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will make pictures to check comprehension of a story or process.

**Grade 7**  
 English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01



English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03



English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 7**

English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 7**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rehearse and visualize information.

**Grade 7**

English Level 3: Unit 01-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will take risks with language.

**Grade 7**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-08  
English Level 1: Unit 05-03  
English Level 1: Unit 05-05  
English Level 1: Unit 05-11  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08



English Level 2: Unit 13-09  
English Level 2: Unit 15-03  
English Level 2: Unit 15-10  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03



English Level 3: Unit 09-05  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 7**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 7**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01



English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 7**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.

**Grade 7**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a dialogue incorporating idioms or slang.



**Grade 7**

English Level 1: Unit 04-10  
 English Level 2: Unit 09-04  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-06  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-06  
 English Level 3: Unit 03-01  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write business and personal letters.

**Grade 7**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a commercial using an appropriate language style for the product.

**Grade 7**

English Level 2: Unit 10-08  
 English Level 2: Unit 14-08  
 English Level 3: Unit 01-02

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a cartoon or comic book.

**Grade 7**

English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09



English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02



English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10



English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will determine when it is appropriate to tell a joke.

**Grade 7**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 7**

English Level 1: Unit 01-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1m. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 7**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings;



recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade 7

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

## GRADE LEVEL EXPECTATION

- 3.1.1o. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10



English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07



English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04



English Level 3: Unit 07-05  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 7**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

## Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

## GRADE LEVEL EXPECTATION

- 3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will greet and take leave appropriately in a variety of settings.

## Grade 7

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

## GRADE LEVEL EXPECTATION

- 3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
- Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

## GRADE LEVEL EXPECTATION

- 3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.
- Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

## GRADE LEVEL EXPECTATION

- 3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language;



demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1d. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will analyze nonverbal behavior.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

## Grade 7

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.



**Grade 7**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 7**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 7**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will model behavior and language use of others in different situations and settings.

**Grade 7**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06



English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
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English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
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English Level 3: Unit 05-01  
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English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
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English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
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English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
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English Level 3: Unit 10-08  
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English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 3.3.1b. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rephrase an utterance when it results in cultural misunderstanding.

### Grade 7

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08



English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
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English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04



English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05



English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
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English Level 3: Unit 09-02  
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English Level 3: Unit 09-04  
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English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
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English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.3.1d. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting



and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will observe language use and behaviors of peers in different settings.

## Grade 7

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

## Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-06

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 06-04

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-11

English Level 2: Unit 13-07

English Level 2: Unit 13-08

English Level 2: Unit 15-03

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-04

English Level 2: Unit 16-07

English Level 2: Unit 16-08

English Level 2: Unit 16-09

English Level 2: Unit 16-10

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-07, 17-08

English Level 2: Unit 18-01, 18-02, 18-03

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 01-09

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 03-02

English Level 3: Unit 03-03

English Level 3: Unit 03-04

English Level 3: Unit 03-06

English Level 3: Unit 04-01



English Level 3: Unit 04-02  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-07  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-09  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
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 English Level 3: Unit 05-07  
 English Level 3: Unit 06-04  
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 English Level 3: Unit 06-06  
 English Level 3: Unit 07-01  
 English Level 3: Unit 07-02  
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 English Level 3: Unit 07-06  
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 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will test appropriate use of newly acquired gestures and language.

**Grade 7**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04





## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 8

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

#### Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11



English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08



English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
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English Level 3: Unit 07-06  
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English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
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English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01



English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
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 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, and friends.

**Grade 8**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 8**

English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06



English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will make plans for social engagements.

**Grade 8**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will shop in a supermarket.

**Grade 8**

English Level 1: Unit 04-03  
 English Level 2: Unit 10-02

GRADE LEVEL  
 EXPECTATION

1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will engage listener's attention verbally or nonverbally.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05



English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-09  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-10  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
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English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07



English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
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English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
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English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07



English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
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English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will volunteer information and respond to questions about self and family.

### Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06



English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-11  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10



English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04



English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
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English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
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English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
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English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05



English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
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English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07



English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 8**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 8**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 8**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

**GRADE LEVEL  
 EXPECTATION**

- 1.1.1I. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will give and ask for permission.

**Grade 8**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03



GRADE LEVEL  
EXPECTATION

- 1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 8**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10  
English Level 3: Unit 02-05  
English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
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English Level 1: Unit 03-01  
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English Level 1: Unit 03-09  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02



English Level 1: Unit 05-03  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
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English Level 2: Unit 09-01  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-03  
English Level 2: Unit 11-04



English Level 2: Unit 11-05  
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English Level 2: Unit 11-09  
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English Level 2: Unit 12-09  
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English Level 2: Unit 13-01  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01



English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
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 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
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 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 8**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

- 1.1.1p. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 8**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.



**Grade 8**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 2: Unit 13-03
- English Level 3: Unit 01-04
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write in a diary or personal journal.

**Grade 8**

- English Level 1: Unit 04-04
- English Level 1: Unit 04-10
- English Level 1: Unit 05-03
- English Level 1: Unit 06-06
- English Level 1: Unit 06-10
- English Level 1: Unit 07-06
- English Level 1: Unit 08-03
- English Level 1: Unit 08-07
- English Level 2: Unit 09-07
- English Level 2: Unit 10-03
- English Level 2: Unit 10-07
- English Level 2: Unit 11-02
- English Level 2: Unit 12-01
- English Level 2: Unit 12-02
- English Level 2: Unit 12-06
- English Level 2: Unit 12-10
- English Level 2: Unit 13-05
- English Level 2: Unit 13-06
- English Level 2: Unit 14-01
- English Level 2: Unit 14-03
- English Level 2: Unit 14-10
- English Level 2: Unit 15-01
- English Level 2: Unit 15-06
- English Level 2: Unit 16-06
- English Level 2: Unit 16-10
- English Level 2: Unit 17-01, 17-02, 17-03
- English Level 2: Unit 17-07, 17-08
- English Level 2: Unit 18-04, 18-05, 18-06
- English Level 2: Unit 18-07, 18-08, 18-09
- English Level 2: Unit 19-03, 19-04, 19-05
- English Level 3: Unit 03-01
- English Level 3: Unit 03-02
- English Level 3: Unit 03-03
- English Level 3: Unit 03-04
- English Level 3: Unit 06-01
- English Level 3: Unit 06-02
- English Level 3: Unit 09-01
- English Level 3: Unit 09-02
- English Level 3: Unit 11-02
- English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will describe, read or write about a personal hero.

**Grade 8**



English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
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English Level 1: Unit 08-09  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-08



English Level 2: Unit 11-02  
English Level 2: Unit 11-06  
English Level 2: Unit 11-09  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-07  
English Level 2: Unit 13-02  
English Level 2: Unit 13-04  
English Level 2: Unit 13-07  
English Level 2: Unit 13-09  
English Level 2: Unit 14-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 02-04  
English Level 3: Unit 03-03  
English Level 3: Unit 03-06  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
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English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-06



English Level 3: Unit 09-02  
 English Level 3: Unit 09-04  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-07

GRADE LEVEL  
 EXPECTATION

- 1.2.1d. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 8**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
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 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03



English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 2: Unit 10-06  
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English Level 2: Unit 11-01  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08



English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will locate information for leisure activities (in oral or written form).

**Grade 8**

English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write a poem, short story, play, or song.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08



English Level 1: Unit 02-09  
English Level 1: Unit 03-05  
English Level 1: Unit 03-07  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-04  
English Level 1: Unit 05-08  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-04  
English Level 1: Unit 06-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-03  
English Level 2: Unit 16-05  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-02  
English Level 3: Unit 01-06  
English Level 3: Unit 02-05  
English Level 3: Unit 03-06  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 09-03  
English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.



Students will describe favorite storybook characters.

**Grade 8**

- English Level 1: Unit 05-02
- English Level 1: Unit 05-11
- English Level 1: Unit 06-02
- English Level 1: Unit 06-03
- English Level 1: Unit 08-11
- English Level 2: Unit 09-01
- English Level 2: Unit 14-05
- English Level 2: Unit 15-01

GRADE LEVEL  
EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recommend a game, book, or computer program.

**Grade 8**

- English Level 2: Unit 19-09, 19-10
- English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 8**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 2: Unit 13-03
- English Level 2: Unit 19-09, 19-10
- English Level 3: Unit 01-04
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06
- English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 8**

- English Level 1: Unit 04-01
- English Level 1: Unit 04-06
- English Level 1: Unit 06-05
- English Level 1: Unit 08-10
- English Level 1: Unit 08-11
- English Level 2: Unit 11-08
- English Level 2: Unit 13-03
- English Level 2: Unit 14-09
- English Level 3: Unit 01-04
- English Level 3: Unit 03-05
- English Level 3: Unit 04-09
- English Level 3: Unit 05-05
- English Level 3: Unit 05-06
- English Level 3: Unit 06-03
- English Level 3: Unit 07-01
- English Level 3: Unit 10-04
- English Level 3: Unit 12-04



GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 8**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

**Grade 8**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01



English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

- 1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a dictionary to validate choice of language.

**Grade 8**

English Level 1: Unit 02-09  
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
 EXPECTATION

- 1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask a classmate whether a particular word or phrase is correct.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03



English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use a computer spell checker to verify spelling.

**Grade 8**

English Level 2: Unit 09-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will use written sources to discover or check information.

**Grade 8**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05



English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will ask someone the meaning of a word.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06



English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03



English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-09  
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English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
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English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03  
English Level 3: Unit 03-05

**GRADE LEVEL  
EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09



English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-04  
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English Level 1: Unit 06-06  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01



English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02

GRADE LEVEL  
EXPECTATION

1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.

Students will tell someone in the native language that a direction given in English was not understood.

## Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 03-07  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-04  
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English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08



English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 10-01  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01



English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
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 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
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 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.
- Students will recite poems or songs aloud.

**Grade 8**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01



English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
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English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
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English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
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English Level 3: Unit 05-02  
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English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10



English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1k. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
Students will imitate a classmate's response to a teacher's question or directions.

**Grade 8**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.3.1l. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 8**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-03  
 English Level 3: Unit 02-01

**GRADE LEVEL  
EXPECTATION**

- 1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to construct meaning.  
 Students will practice recently learned language by teaching a peer.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08



English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-09  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
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English Level 2: Unit 12-07  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03

**GRADE LEVEL  
EXPECTATION**

- 2.1.1.c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will follow directions to form groups.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08



English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11



English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06



English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1d. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate cooperative roles and task assignments.

**Grade 8**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will take turns when speaking in a group.



## Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 06-01  
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English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02



English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 08-11  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
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English Level 2: Unit 15-02  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05



English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
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English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04



English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

### Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 05-05



English Level 1: Unit 05-06  
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English Level 2: Unit 11-07



English Level 2: Unit 11-08  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02



GRADE LEVEL  
EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will respond to a teacher's general school-related small talk.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
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English Level 1: Unit 06-05  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
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English Level 1: Unit 02-01  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10



English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
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 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
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 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify roles in preparation for a group/class presentation.

**Grade 8**

English Level 2: Unit 14-04  
 English Level 2: Unit 15-06  
 English Level 3: Unit 03-04

GRADE LEVEL  
 EXPECTATION

2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07



English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01



English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will join in a group response at the appropriate time.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02



English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05



English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10



English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
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English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
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English Level 3: Unit 04-02  
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English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01



English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
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English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
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English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
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English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
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English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
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English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
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English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
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English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will greet a teacher when entering class.

**Grade 8**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

2.1.1p. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will share classroom materials and work successfully with a partner.

**Grade 8**

English Level 1: Unit 01-05

English Level 1: Unit 01-07

English Level 1: Unit 03-03

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-11

English Level 1: Unit 07-04

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 10-02

English Level 2: Unit 10-03

English Level 2: Unit 10-08

English Level 2: Unit 14-04

English Level 3: Unit 01-09

English Level 3: Unit 03-08

English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will ask for assistance with a task.

**Grade 8**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-05

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-05

English Level 1: Unit 06-01

English Level 1: Unit 06-09

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-06



English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 8**

English Level 1: Unit 04-04  
 English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-08  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will synthesize, analyze, and evaluate information.

**Grade 8**

English Level 1: Unit 03-09  
 English Level 2: Unit 14-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will write a summary of a book, article, movie, or lecture.

**Grade 8**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09



English Level 3: Unit 07-01  
English Level 3: Unit 10-04

**GRADE LEVEL  
EXPECTATION**

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will locate information appropriate to an assignment in text or reference materials.

**Grade 8**

English Level 3: Unit 01-04

**GRADE LEVEL  
EXPECTATION**

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will research information on academic topics from multiple sources.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-05  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-06  
English Level 3: Unit 04-03  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-06  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-03  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 09-01  
English Level 3: Unit 09-03  
English Level 3: Unit 09-06  
English Level 3: Unit 10-04  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-02  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07

GRADE LEVEL  
EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.



2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will take a position and support it orally or in writing.

## Grade 8

English Level 1: Unit 01-09  
 English Level 1: Unit 02-08  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-05  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-02  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05

## GRADE LEVEL EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart synthesizing information.

## Grade 8

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09



English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 8**

English Level 2: Unit 11-07  
 English Level 2: Unit 12-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-10



English Level 1: Unit 05-04  
 English Level 1: Unit 05-07  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-08  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-08  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-02  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-03

**GRADE LEVEL  
EXPECTATION**

- 2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 8**

English Level 1: Unit 08-11

**GRADE LEVEL  
EXPECTATION**

- 2.2.1l. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart or other graphic showing data.

**Grade 8**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02



English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL EXPECTATION**

2.2.1m. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

**Grade 8**

English Level 1: Unit 06-02  
 English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL EXPECTATION**

2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information



orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will locate reference material.

**Grade 8**

English Level 2: Unit 15-04

English Level 2: Unit 16-04

**GRADE LEVEL  
EXPECTATION**

2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 8**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-07

English Level 1: Unit 05-02

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 08-01

English Level 1: Unit 08-07

English Level 2: Unit 09-02

English Level 2: Unit 14-09

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-08

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-08

English Level 3: Unit 09-07

English Level 3: Unit 10-03

English Level 3: Unit 10-10

English Level 3: Unit 11-01

English Level 3: Unit 11-04

English Level 3: Unit 11-05

English Level 3: Unit 12-02

English Level 3: Unit 12-09

**GRADE LEVEL  
EXPECTATION**

2.2.1r. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 8**

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10



GRADE LEVEL  
EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 8**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 2.3.1d. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 8**

English Level 1: Unit 01-09  
English Level 1: Unit 02-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-05  
English Level 1: Unit 08-07  
English Level 2: Unit 09-01  
English Level 2: Unit 11-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 15-05  
English Level 2: Unit 15-08  
English Level 2: Unit 15-10  
English Level 2: Unit 16-05  
English Level 2: Unit 16-10  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 3: Unit 03-01  
English Level 3: Unit 03-03  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 06-04  
English Level 3: Unit 07-07  
English Level 3: Unit 12-10

GRADE LEVEL

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will



EXPECTATION

use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 8**  
 English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will make pictures to check comprehension of a story or process.

**Grade 8**  
 English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01



English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03



English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan an entry in a book to locate information for an assignment.

**Grade 8**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1h. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will select materials from school resource collections to complete a project.

**Grade 8**  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rehearse and visualize information.

**Grade 8**  
 English Level 3: Unit 01-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will take risks with language.

**Grade 8**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-09  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-09  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-08  
English Level 1: Unit 05-03  
English Level 1: Unit 05-05  
English Level 1: Unit 05-11  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08



English Level 2: Unit 13-09  
English Level 2: Unit 15-03  
English Level 2: Unit 15-10  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03



English Level 3: Unit 09-05  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 8**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will seek more knowledgeable others with whom to consult to advance understanding.

**Grade 8**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01



English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 8**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.

**Grade 8**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1c. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a dialogue incorporating idioms or slang.



**Grade 8**

English Level 1: Unit 04-10  
 English Level 2: Unit 09-04  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-06  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-06  
 English Level 3: Unit 03-01  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1d. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write business and personal letters.

**Grade 8**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a commercial using an appropriate language style for the product.

**Grade 8**

English Level 2: Unit 10-08  
 English Level 2: Unit 14-08  
 English Level 3: Unit 01-02

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will create a cartoon or comic book.

**Grade 8**

English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09



English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02



English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10



English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will determine when it is appropriate to tell a joke.

**Grade 8**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will advise peers on appropriate language use.

**Grade 8**

English Level 1: Unit 01-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1m. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 8**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings;



recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will make polite requests.

## Grade 8

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

## GRADE LEVEL EXPECTATION

- 3.1.1o. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

## Grade 8

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10



English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07



English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04



English Level 3: Unit 07-05  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 8**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately;



responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.

Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 8**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will greet and take leave appropriately in a variety of settings.

**Grade 8**

English Level 1: Unit 06-07

English Level 2: Unit 09-04

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 3: Unit 02-05

English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 8**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 8**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language;



demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will demonstrate in a role play two aspects of body language common to one's own culture.

## Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1d. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will analyze nonverbal behavior.

## Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

## Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

## Grade 8

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

### GRADE LEVEL EXPECTATION

- 3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.



**Grade 8**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 8**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 8**

English Level 2: Unit 09-08  
 English Level 2: Unit 11-01

GRADE LEVEL  
 EXPECTATION

3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
 Students will model behavior and language use of others in different situations and settings.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01



English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09



English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06



English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
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English Level 3: Unit 05-05  
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English Level 3: Unit 05-07  
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English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
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English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
 English Level 3: Unit 07-05  
 English Level 3: Unit 07-06  
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 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
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 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
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 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
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 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
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 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
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 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 3.3.1b. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.
- Students will rephrase an utterance when it results in cultural misunderstanding.

**Grade 8**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-08  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08



English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-06  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
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English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04



English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05



English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
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English Level 3: Unit 11-01  
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English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.3.1d. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting



and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.

Students will observe language use and behaviors of peers in different settings.

## Grade 8

English Level 1: Unit 01-10

GRADE LEVEL  
EXPECTATION

- 3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

## Grade 8

English Level 1: Unit 01-01

English Level 1: Unit 01-06

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 06-04

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-11

English Level 2: Unit 13-07

English Level 2: Unit 13-08

English Level 2: Unit 15-03

English Level 2: Unit 16-02

English Level 2: Unit 16-03

English Level 2: Unit 16-04

English Level 2: Unit 16-07

English Level 2: Unit 16-08

English Level 2: Unit 16-09

English Level 2: Unit 16-10

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-07, 17-08

English Level 2: Unit 18-01, 18-02, 18-03

English Level 3: Unit 01-01

English Level 3: Unit 01-02

English Level 3: Unit 01-03

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 01-09

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 03-02

English Level 3: Unit 03-03

English Level 3: Unit 03-04

English Level 3: Unit 03-06

English Level 3: Unit 04-01



English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
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English Level 3: Unit 04-10  
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English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-05  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-02  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

**GRADE LEVEL  
EXPECTATION**

- 3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations of language use in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 8**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04





**Rosetta Stone Version 2 - English Master**  
**English Language Learners**  
**Grade 9**  
**United States Standards - Hawaii Standards**

GRADE LEVEL  
EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

**Grade 9**

English Level 1: Unit 03-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 06-11  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03

GRADE LEVEL  
EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will express feelings through drama, poetry, or song.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

GRADE LEVEL  
EXPECTATION

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will make an appointment.



## Grade 9

English Level 1: Unit 04-05  
English Level 1: Unit 06-11  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will defend and argue a position.

## Grade 9

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will use prepared notes in an interview or meeting.

## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

**Grade 9**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, friends.

**Grade 9**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 9**

English Level 1: Unit 05-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

**Grade 9**

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

**Grade 9**

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL  
EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

**Grade 9**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

**Grade 9**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07  
 English Level 2: Unit 15-10  
 English Level 3: Unit 04-06

GRADE LEVEL  
 EXPECTATION

1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 9**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 9**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

**GRADE LEVEL  
EXPECTATION**

- 1.1.1q. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

**Grade 9**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-05  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 11-08  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03



English Level 2: Unit 13-08  
 English Level 2: Unit 14-01  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-06

**GRADE LEVEL  
 EXPECTATION**

1.1.1r. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 9**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

1.1.1s. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-07  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-04  
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English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
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English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09



English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
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 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
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 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1t. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 9**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1u. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 9**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02



## English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
- Students will discuss preferences for types of music, book genres, and computer programs.

### Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08



English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 14-01  
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English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
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English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
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English Level 3: Unit 02-01  
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English Level 3: Unit 02-04  
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English Level 3: Unit 10-07  
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 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 9**

English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 9**

English Level 1: Unit 04-04  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-03



English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-03  
 English Level 3: Unit 03-04  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 9**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03



English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09



English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will locate information for leisure activities (in oral or written form).

**Grade 9**

English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write a poem, short story, play, or song.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-05  
English Level 1: Unit 03-07  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-04  
English Level 1: Unit 05-08  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-04  
English Level 1: Unit 06-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
 EXPECTATION

1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 9**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05  
 English Level 2: Unit 15-01

GRADE LEVEL  
 EXPECTATION

1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a game, book, or computer program.

**Grade 9**

English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 9**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05



English Level 3: Unit 02-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 04-05  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 07-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recount events of interest.

**Grade 9**

English Level 1: Unit 08-11  
 English Level 2: Unit 11-08  
 English Level 2: Unit 14-09  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-09  
 English Level 3: Unit 06-03  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will ask information questions for personal reasons.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1n. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will make requests for personal reasons.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1p. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will talk about a favorite food or celebration.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03



English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
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English Level 2: Unit 12-05  
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English Level 2: Unit 13-01  
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English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
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English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02



English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
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English Level 3: Unit 06-07  
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English Level 3: Unit 08-01  
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English Level 3: Unit 11-01  
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English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

## Grade 9

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-08  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-08  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-08  
English Level 3: Unit 09-07  
English Level 3: Unit 10-03  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-07  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
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English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01



English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
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English Level 3: Unit 11-01  
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English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a dictionary to validate choice of language.



**Grade 9**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
EXPECTATION

- 1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will ask a classmate whether a particular word or phrase is correct.

**Grade 9**

English Level 1: Unit 03-08  
English Level 1: Unit 07-01  
English Level 2: Unit 14-10  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 03-05

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use a computer spell checker to verify spelling.

**Grade 9**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use written sources to discover or check information.

**Grade 9**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will keep individual notes for language learning.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05



English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-11  
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English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
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English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06



English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
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 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will ask someone the meaning of a word.

**Grade 9**

English Level 1: Unit 03-08  
 English Level 1: Unit 07-01  
 English Level 2: Unit 14-10  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07



English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
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English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-06  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10



English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05



English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1I. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will recite poems or songs aloud or to oneself.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03



English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

**Grade 9**

English Level 1: Unit 08-11



English Level 2: Unit 14-09  
English Level 3: Unit 04-09  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 1.3.1n. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
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English Level 1: Unit 06-02



English Level 1: Unit 06-03  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07



English Level 2: Unit 12-08  
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 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
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 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
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 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

GRADE LEVEL  
EXPECTATION

- 1.3.1o. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10



English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
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English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 13-03  
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English Level 2: Unit 13-07



English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
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 English Level 2: Unit 14-07  
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 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
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 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03  
 English Level 3: Unit 03-04

**GRADE LEVEL  
EXPECTATION**

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will interpret a teacher's indirect command to behave appropriately.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-06  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07



English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

**Grade 9**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 02-09  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02



English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will justify changes in assignments or the need for an extension.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will use polite forms to negotiate and reach consensus.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11



English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
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English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06



English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
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English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
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English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08



English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will follow directions to form groups.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03



English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 2: Unit 12-06



English Level 2: Unit 12-07  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 03-08  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting



information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

## Grade 9

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04  
English Level 2: Unit 15-06  
English Level 3: Unit 01-09  
English Level 3: Unit 03-04  
English Level 3: Unit 03-08  
English Level 3: Unit 04-04

## GRADE LEVEL EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01



English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
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English Level 1: Unit 05-01  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03



English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
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English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09



English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
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English Level 3: Unit 07-06



English Level 3: Unit 07-07  
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 English Level 3: Unit 08-01  
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 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will modify a statement made by a peer.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
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 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01



English Level 1: Unit 02-02  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09



English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
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English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
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English Level 3: Unit 04-10



English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
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English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 03-01  
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English Level 1: Unit 06-08  
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English Level 2: Unit 12-10



English Level 2: Unit 13-01  
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 English Level 2: Unit 15-01  
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 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will respond to a teacher's general school-related small talk.



## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-06  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
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English Level 1: Unit 07-08  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 2: Unit 13-08  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 03-07  
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English Level 3: Unit 11-01  
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English Level 3: Unit 12-01  
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English Level 3: Unit 12-06  
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English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

### Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
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English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07



English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
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English Level 2: Unit 14-01  
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English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02



English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
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English Level 3: Unit 09-05  
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 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1m. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify role in preparation for a group/class presentation.

**Grade 9**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.



## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 06-11  
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English Level 1: Unit 07-03



English Level 1: Unit 07-04  
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English Level 2: Unit 13-07



English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
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 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1o. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will join in a group response at the appropriate time.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-05  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-09  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01



English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
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English Level 1: Unit 08-08  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-07  
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English Level 2: Unit 15-01  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 04-08  
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English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will greet a teacher when entering class.

**Grade 9**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10  
English Level 3: Unit 02-05  
English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 2.1.1s. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will share classroom materials and work successfully with a partner.

**Grade 9**

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04  
English Level 3: Unit 01-09  
English Level 3: Unit 03-08  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1t. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will ask for assistance with a task.

**Grade 9**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will compare and classify information using technical vocabulary.

**Grade 9**

English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-04  
English Level 1: Unit 02-09  
English Level 1: Unit 03-03  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 05-01  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-11  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-05  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-09  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10



English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-07  
English Level 2: Unit 12-03  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-05  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07



English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will prepare for and participate in a debate.

### Grade 9

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02



GRADE LEVEL  
EXPECTATION

- 2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 9**

English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 15-08  
English Level 3: Unit 01-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will synthesize, analyze, and evaluate information.

**Grade 9**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 04-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-11  
English Level 1: Unit 08-10  
English Level 2: Unit 10-04  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 03-07  
English Level 3: Unit 04-05  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will write a summary of a book, article, movie, or lecture.

**Grade 9**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05



English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate information appropriate to an assignment in text or reference materials.

**Grade 9**

English Level 2: Unit 09-02  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 03-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 03-08  
 English Level 3: Unit 05-03  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 06-05  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will research information on academic topics from multiple sources.

**Grade 9**

English Level 1: Unit 01-01



English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07



English Level 3: Unit 01-08  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 9**

English Level 1: Unit 05-07  
 English Level 2: Unit 14-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-05  
 English Level 3: Unit 10-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 9**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04



English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
EXPECTATION**

- 2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 9**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05



English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 11-03  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 12-01  
English Level 2: Unit 12-03  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-05  
English Level 2: Unit 13-09  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 15-02  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-07  
English Level 3: Unit 04-01  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-02  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 10-08  
English Level 3: Unit 12-06

## GRADE LEVEL EXPECTATION

- 2.2.11. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

### Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 04-02  
English Level 1: Unit 04-06  
English Level 1: Unit 04-09  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04



English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-08  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-06  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-04  
 English Level 2: Unit 11-09  
 English Level 2: Unit 11-10  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-09  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-03  
 English Level 2: Unit 16-01  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-06  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05

**GRADE LEVEL  
EXPECTATION**

- 2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing



information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

## Grade 9

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 12-10  
English Level 2: Unit 14-05  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-06  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-08  
English Level 3: Unit 05-02  
English Level 3: Unit 05-06  
English Level 3: Unit 07-04  
English Level 3: Unit 09-05

## GRADE LEVEL EXPECTATION

- 2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

## Grade 9

English Level 1: Unit 06-02



English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL  
 EXPECTATION

2.2.1p. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 9**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

GRADE LEVEL  
 EXPECTATION

2.2.1q. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

2.2.1t. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

## Grade 9

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

### GRADE LEVEL EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

## Grade 9

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

### GRADE LEVEL EXPECTATION

- 2.3.1c. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will practice an oral report with a peer prior to presenting it in class.

## Grade 9

English Level 3: Unit 01-04

### GRADE LEVEL EXPECTATION

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

## Grade 9



English Level 1: Unit 01-07  
 English Level 1: Unit 04-10  
 English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 9**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will skim chapter headings, and bold print to determine the key points of a text.

**Grade 9**

English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 9**

English Level 1: Unit 04-08  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-11  
 English Level 2: Unit 10-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 9**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will make pictures to check comprehension of a story or process.

**Grade 9**

English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will scan an entry in a book to locate information for an assignment.

**Grade 9**

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL  
EXPECTATION

- 2.3.1m. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will select materials from school resource collections to complete a project.

## Grade 9

English Level 1: Unit 01-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-09  
 English Level 2: Unit 10-03  
 English Level 2: Unit 12-10  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 06-04  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-09

### GRADE LEVEL EXPECTATION

- 2.3.1n. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will rehearse and visualize information.

## Grade 9

English Level 3: Unit 01-04

### GRADE LEVEL EXPECTATION

- 2.3.1o. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the



behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

## Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-05  
English Level 3: Unit 06-01  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

2.3.1p. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 9**

English Level 3: Unit 01-04

GRADE LEVEL  
 EXPECTATION

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10



English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01



English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will select topics appropriate to discuss in a job interview.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will use the appropriate register for business and friendly transactions.

**Grade 9**

English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 05-01  
 English Level 1: Unit 06-11  
 English Level 2: Unit 10-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.



**Grade 9**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write a dialogue incorporating idioms or slang.

**Grade 9**

English Level 1: Unit 04-10  
English Level 2: Unit 09-04  
English Level 2: Unit 11-01  
English Level 2: Unit 12-06  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 3: Unit 01-04  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 04-09  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01

GRADE LEVEL  
EXPECTATION

- 3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write business and personal letters.

**Grade 9**

English Level 3: Unit 03-01  
English Level 3: Unit 04-03

GRADE LEVEL  
EXPECTATION

- 3.1.1i. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a commercial using an appropriate language style for the product.

**Grade 9**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when



it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a cartoon or comic book.

## Grade 9

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

## GRADE LEVEL EXPECTATION

- 3.1.1k. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07



English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09



English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04



English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06



English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will advise peers on appropriate language use.

### Grade 9

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-05  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-02  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05



English Level 3: Unit 12-01  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will interact with an adult in a formal and informal setting.

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08



English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10



English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05



English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 09-08  
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 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
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 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 9**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 9**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 3.1.1s. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

**Grade 9**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
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English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
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English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 03-07  
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English Level 1: Unit 04-03  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
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English Level 1: Unit 07-11  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-05  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
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English Level 2: Unit 12-01  
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English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
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 English Level 3: Unit 11-01  
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 English Level 3: Unit 12-01  
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 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1t. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 9**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1u. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 9**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 1: Unit 02-01  
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English Level 1: Unit 07-07  
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English Level 2: Unit 13-10



English Level 2: Unit 14-01  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03



English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

3.1.1v. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 9**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

GRADE LEVEL  
 EXPECTATION

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare body language norms among various cultures represented in the classroom or community.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare gestures and body language acceptable in formal and informal settings.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will identify nonverbal cues that cause misunderstanding.



**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 13-06  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will analyze nonverbal behavior.

**Grade 9**

English Level 1: Unit 05-10



English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1j. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will add gestures to correspond to a dialogue in a play.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1k. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 9**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 13-06  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1l. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 9**

English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

- 3.2.1m. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.



3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 9**

English Level 2: Unit 09-08

English Level 2: Unit 11-01

**GRADE LEVEL  
EXPECTATION**

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will evaluate different types of communication for effectiveness in making one's point.

**Grade 9**

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

**GRADE LEVEL  
EXPECTATION**

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will model behavior and language use of others in different situations and settings.

**Grade 9**

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10



English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02



English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08



English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05



English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will evaluate behaviors in different situations.

**Grade 9**  
 English Level 2: Unit 13-06

**GRADE LEVEL  
 EXPECTATION**

3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.



Students will observe language use and behaviors of peers in different settings.

**Grade 9**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1g. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

**Grade 9**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1h. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 9**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

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**Rosetta Stone Version 2 - English Master**  
**English Language Learners**  
**Grade 10**  
**United States Standards - Hawaii Standards**

**GRADE LEVEL  
EXPECTATION**

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

**Grade 10**

English Level 1: Unit 03-08  
English Level 1: Unit 05-01  
English Level 1: Unit 06-11  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03

**GRADE LEVEL  
EXPECTATION**

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will express feelings through drama, poetry, or song.

**Grade 10**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-04  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03  
 English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.
- 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.
- Students will make an appointment.



## Grade 10

English Level 1: Unit 04-05  
English Level 1: Unit 06-11  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will defend and argue a position.

## Grade 10

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will use prepared notes in an interview or meeting.

## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

**Grade 10**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, friends.

**Grade 10**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 10**

English Level 1: Unit 05-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

**Grade 10**

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

**Grade 10**

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL  
EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

**Grade 10**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

**Grade 10**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07  
 English Level 2: Unit 15-10  
 English Level 3: Unit 04-06

GRADE LEVEL  
 EXPECTATION

1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 10**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 10**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

**GRADE LEVEL  
EXPECTATION**

- 1.1.1q. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

**Grade 10**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-05  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 11-08  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03



English Level 2: Unit 13-08  
 English Level 2: Unit 14-01  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-06

**GRADE LEVEL  
 EXPECTATION**

1.1.1r. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 10**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

1.1.1s. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 02-10  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
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English Level 2: Unit 12-01  
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English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 05-01  
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English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09



English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
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 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1t. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 10**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1u. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 10**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02



## English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will discuss preferences for types of music, book genres, and computer programs.

### Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08



English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03



English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
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English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
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English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
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English Level 3: Unit 07-01  
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English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06



English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 10**

English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 10**

English Level 1: Unit 04-04  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-03



English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-03  
 English Level 3: Unit 03-04  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 10**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

- 1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
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English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03



English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
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English Level 2: Unit 10-03  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-09  
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English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
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English Level 2: Unit 15-07  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
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English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09



English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
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English Level 3: Unit 11-01  
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English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will locate information for leisure activities (in oral or written form).

**Grade 10**

English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write a poem, short story, play, or song.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-05  
English Level 1: Unit 03-07  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-04  
English Level 1: Unit 05-08  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-04  
English Level 1: Unit 06-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
 EXPECTATION

1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 10**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05  
 English Level 2: Unit 15-01

GRADE LEVEL  
 EXPECTATION

1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a game, book, or computer program.

**Grade 10**

English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 10**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05



English Level 3: Unit 02-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 04-05  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 07-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recount events of interest.

**Grade 10**

English Level 1: Unit 08-11  
 English Level 2: Unit 11-08  
 English Level 2: Unit 14-09  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-09  
 English Level 3: Unit 06-03  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will ask information questions for personal reasons.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1n. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will make requests for personal reasons.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1p. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will talk about a favorite food or celebration.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03



English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-03  
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English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-04  
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English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 11-10  
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English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 16-07  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 02-02  
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English Level 3: Unit 05-01  
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English Level 3: Unit 05-03  
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English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

## Grade 10

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-08  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-08  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-08  
English Level 3: Unit 09-07  
English Level 3: Unit 10-03  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01



English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a dictionary to validate choice of language.



**Grade 10**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
EXPECTATION

- 1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will ask a classmate whether a particular word or phrase is correct.

**Grade 10**

English Level 1: Unit 03-08  
English Level 1: Unit 07-01  
English Level 2: Unit 14-10  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 03-05

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use a computer spell checker to verify spelling.

**Grade 10**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use written sources to discover or check information.

**Grade 10**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will keep individual notes for language learning.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05



English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06



English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will ask someone the meaning of a word.

**Grade 10**

English Level 1: Unit 03-08  
 English Level 1: Unit 07-01  
 English Level 2: Unit 14-10  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07



English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10



English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05



English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1I. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will recite poems or songs aloud or to oneself.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03



English Level 2: Unit 12-06  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-04  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-08  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

**Grade 10**

English Level 1: Unit 08-11



English Level 2: Unit 14-09  
English Level 3: Unit 04-09  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04

**GRADE LEVEL  
EXPECTATION**

- 1.3.1n. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07



English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-10  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10

GRADE LEVEL  
EXPECTATION

- 1.3.1o. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10



English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07



English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03  
English Level 3: Unit 03-04

## GRADE LEVEL EXPECTATION

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will interpret a teacher's indirect command to behave appropriately.

### Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 12-03  
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English Level 2: Unit 13-01  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07



English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02



English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will justify changes in assignments or the need for an extension.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will use polite forms to negotiate and reach consensus.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11



English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 12-01  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 03-06  
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English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06



English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08



English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will follow directions to form groups.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
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English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
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English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03



English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 08-11  
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English Level 2: Unit 12-06



English Level 2: Unit 12-07  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 03-08  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting



information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

## Grade 10

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04  
English Level 2: Unit 15-06  
English Level 3: Unit 01-09  
English Level 3: Unit 03-04  
English Level 3: Unit 03-08  
English Level 3: Unit 04-04

## GRADE LEVEL EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01



English Level 1: Unit 04-02  
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English Level 2: Unit 10-03



English Level 2: Unit 10-04  
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English Level 2: Unit 16-09



English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 07-06



English Level 3: Unit 07-07  
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English Level 3: Unit 08-01  
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English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will modify a statement made by a peer.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01



English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
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English Level 2: Unit 14-09



English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 05-01  
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English Level 3: Unit 11-04  
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English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
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English Level 1: Unit 03-01  
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English Level 1: Unit 06-08  
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English Level 2: Unit 12-10



English Level 2: Unit 13-01  
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 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will respond to a teacher's general school-related small talk.



## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
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English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
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English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
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English Level 3: Unit 11-01  
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English Level 3: Unit 12-01  
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English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

### Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02



English Level 3: Unit 01-03  
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English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04



English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
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 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
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 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1m. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify role in preparation for a group/class presentation.

**Grade 10**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.



## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07



English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1o. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will join in a group response at the appropriate time.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01



English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
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English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06



English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
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English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07



English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
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English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
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English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
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English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
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English Level 3: Unit 10-01  
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English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will greet a teacher when entering class.

**Grade 10**

- English Level 1: Unit 06-07
- English Level 2: Unit 09-04
- English Level 2: Unit 10-02
- English Level 2: Unit 10-10
- English Level 3: Unit 02-05
- English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 2.1.1s. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 10**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04
- English Level 3: Unit 01-09
- English Level 3: Unit 03-08
- English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1t. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 10**

- English Level 1: Unit 01-07
- English Level 1: Unit 01-10
- English Level 1: Unit 03-05
- English Level 1: Unit 03-09
- English Level 1: Unit 04-01
- English Level 1: Unit 04-08
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02
- English Level 1: Unit 05-05
- English Level 1: Unit 06-01
- English Level 1: Unit 06-09



English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will compare and classify information using technical vocabulary.

**Grade 10**

English Level 1: Unit 01-04  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-08  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-07  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-05  
 English Level 1: Unit 08-09  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-09  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-08  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10



English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-07  
English Level 2: Unit 12-03  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-05  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07



English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-01  
 English Level 3: Unit 07-02  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-04  
 English Level 3: Unit 07-05  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will prepare for and participate in a debate.

**Grade 10**

English Level 2: Unit 14-04  
 English Level 3: Unit 01-05  
 English Level 3: Unit 10-02



GRADE LEVEL  
EXPECTATION

- 2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 10**

English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 15-08  
English Level 3: Unit 01-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will synthesize, analyze, and evaluate information.

**Grade 10**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 04-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-11  
English Level 1: Unit 08-10  
English Level 2: Unit 10-04  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 03-07  
English Level 3: Unit 04-05  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will write a summary of a book, article, movie, or lecture.

**Grade 10**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05



English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate information appropriate to an assignment in text or reference materials.

**Grade 10**

English Level 2: Unit 09-02  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 03-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 03-08  
 English Level 3: Unit 05-03  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 06-05  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will research information on academic topics from multiple sources.

**Grade 10**

English Level 1: Unit 01-01



English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07



English Level 3: Unit 01-08  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 10**

English Level 1: Unit 05-07  
 English Level 2: Unit 14-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-05  
 English Level 3: Unit 10-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 10**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04



English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
EXPECTATION**

- 2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 10**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05



English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 11-03  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 12-01  
English Level 2: Unit 12-03  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-05  
English Level 2: Unit 13-09  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 15-02  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-07  
English Level 3: Unit 04-01  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-02  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 10-08  
English Level 3: Unit 12-06

## GRADE LEVEL EXPECTATION

- 2.2.11. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

### Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 04-02  
English Level 1: Unit 04-06  
English Level 1: Unit 04-09  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04



English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-08  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-06  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-04  
 English Level 2: Unit 11-09  
 English Level 2: Unit 11-10  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-09  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-03  
 English Level 2: Unit 16-01  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-06  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05

**GRADE LEVEL  
EXPECTATION**

- 2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing



information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

## Grade 10

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 12-10  
English Level 2: Unit 14-05  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-06  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-08  
English Level 3: Unit 05-02  
English Level 3: Unit 05-06  
English Level 3: Unit 07-04  
English Level 3: Unit 09-05

## GRADE LEVEL EXPECTATION

- 2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

## Grade 10

English Level 1: Unit 06-02



English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL  
 EXPECTATION**

2.2.1p. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 10**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1q. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1t. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 10**

English Level 1: Unit 04-08  
 English Level 2: Unit 13-02  
 English Level 2: Unit 14-10

**GRADE LEVEL  
 EXPECTATION**

2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

**Grade 10**

English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1c. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will practice an oral report with a peer prior to presenting it in class.

**Grade 10**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

**Grade 10**



English Level 1: Unit 01-07  
 English Level 1: Unit 04-10  
 English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 10**  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will skim chapter headings, and bold print to determine the key points of a text.

**Grade 10**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 10**  
 English Level 1: Unit 04-08  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-11  
 English Level 2: Unit 10-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 10**  
English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will make pictures to check comprehension of a story or process.

**Grade 10**  
English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will scan an entry in a book to locate information for an assignment.

**Grade 10**  
English Level 2: Unit 11-08  
English Level 2: Unit 12-04  
English Level 3: Unit 07-05

GRADE LEVEL  
EXPECTATION

- 2.3.1m. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will select materials from school resource collections to complete a project.

## Grade 10

English Level 1: Unit 01-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-09  
 English Level 2: Unit 10-03  
 English Level 2: Unit 12-10  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 06-04  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-09

### GRADE LEVEL EXPECTATION

- 2.3.1n. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will rehearse and visualize information.

## Grade 10

English Level 3: Unit 01-04

### GRADE LEVEL EXPECTATION

- 2.3.1o. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the



behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

## Grade 10

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-05  
English Level 3: Unit 06-01  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.3.1p. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 10**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10



English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01



English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will select topics appropriate to discuss in a job interview.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will use the appropriate register for business and friendly transactions.

**Grade 10**

English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 05-01  
 English Level 1: Unit 06-11  
 English Level 2: Unit 10-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.



**Grade 10**

English Level 3: Unit 01-05

English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write a dialogue incorporating idioms or slang.

**Grade 10**

English Level 1: Unit 04-10

English Level 2: Unit 09-04

English Level 2: Unit 11-01

English Level 2: Unit 12-06

English Level 2: Unit 17-04, 17-05, 17-06

English Level 3: Unit 01-04

English Level 3: Unit 02-06

English Level 3: Unit 03-01

English Level 3: Unit 04-09

English Level 3: Unit 05-02

English Level 3: Unit 05-04

English Level 3: Unit 08-01

English Level 3: Unit 08-02

English Level 3: Unit 08-05

English Level 3: Unit 08-06

English Level 3: Unit 11-01

GRADE LEVEL  
EXPECTATION

- 3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write business and personal letters.

**Grade 10**

English Level 3: Unit 03-01

English Level 3: Unit 04-03

GRADE LEVEL  
EXPECTATION

- 3.1.1i. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a commercial using an appropriate language style for the product.

**Grade 10**

English Level 3: Unit 01-05

English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when



it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a cartoon or comic book.

## Grade 10

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

## GRADE LEVEL EXPECTATION

- 3.1.1k. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

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English Level 1: Unit 02-01

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English Level 2: Unit 11-10  
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English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 01-04



English Level 3: Unit 01-05  
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English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
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English Level 3: Unit 09-04  
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English Level 3: Unit 09-06



English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
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English Level 3: Unit 11-01  
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English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will advise peers on appropriate language use.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 10-07  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05



English Level 3: Unit 12-01  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will interact with an adult in a formal and informal setting.

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 05-09  
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English Level 2: Unit 12-01  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 01-06  
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 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 10**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 10**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 3.1.1s. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

**Grade 10**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1t. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 10**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1u. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 10**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06



English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10



English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01



English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03



English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1v. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 10**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare body language norms among various cultures represented in the classroom or community.

**Grade 10**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare gestures and body language acceptable in formal and informal settings.

**Grade 10**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will identify nonverbal cues that cause misunderstanding.



**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 13-06  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will analyze nonverbal behavior.

**Grade 10**

English Level 1: Unit 05-10



English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1j. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will add gestures to correspond to a dialogue in a play.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1k. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will respond appropriately to a teacher's gesture.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 13-06  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1l. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will obtain a teacher's attention in an appropriate manner.

**Grade 10**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.2.1m. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.



3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

**Grade 10**

English Level 2: Unit 09-08

English Level 2: Unit 11-01

**GRADE LEVEL  
EXPECTATION**

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will evaluate different types of communication for effectiveness in making one's point.

**Grade 10**

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

**GRADE LEVEL  
EXPECTATION**

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will model behavior and language use of others in different situations and settings.

**Grade 10**

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10



English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02



English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08



English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05



English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will evaluate behaviors in different situations.

**Grade 10**  
 English Level 2: Unit 13-06

**GRADE LEVEL  
 EXPECTATION**

3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.



Students will observe language use and behaviors of peers in different settings.

**Grade 10**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1g. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

**Grade 10**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1h. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 10**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03



## Rosetta Stone Version 2 - English Master

### English Language Learners

#### Grade 11

#### United States Standards - Hawaii Standards

#### GRADE LEVEL EXPECTATION

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

#### Grade 11

English Level 1: Unit 03-08  
English Level 1: Unit 05-01  
English Level 1: Unit 06-11  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03

#### GRADE LEVEL EXPECTATION

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will express feelings through drama, poetry, or song.

#### Grade 11

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-04  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

GRADE LEVEL  
EXPECTATION

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will make an appointment.



## Grade 11

English Level 1: Unit 04-05  
English Level 1: Unit 06-11  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will defend and argue a position.

## Grade 11

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will use prepared notes in an interview or meeting.

## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
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English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 03-01  
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English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
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English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
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English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

**Grade 11**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, friends.

**Grade 11**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 11**

English Level 1: Unit 05-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

**Grade 11**

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

**Grade 11**

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL  
EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

**Grade 11**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

**Grade 11**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07  
 English Level 2: Unit 15-10  
 English Level 3: Unit 04-06

GRADE LEVEL  
 EXPECTATION

1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will elicit information and ask clarification questions.

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will clarify and restate information as needed.

**Grade 11**

English Level 1: Unit 08-11  
 English Level 2: Unit 14-09  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

GRADE LEVEL  
 EXPECTATION

1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will describe feelings and emotions after watching a movie.

**Grade 11**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05



English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

**GRADE LEVEL  
EXPECTATION**

- 1.1.1q. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

**Grade 11**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-05  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 11-08  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03



English Level 2: Unit 13-08  
English Level 2: Unit 14-01  
English Level 2: Unit 15-07  
English Level 2: Unit 15-10  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03  
English Level 3: Unit 04-06

**GRADE LEVEL  
EXPECTATION**

- 1.1.1r. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 11**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10  
English Level 3: Unit 02-05  
English Level 3: Unit 11-04

**GRADE LEVEL  
EXPECTATION**

- 1.1.1s. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 06-01  
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English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
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English Level 1: Unit 08-06  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 10-01  
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English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
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English Level 2: Unit 11-01  
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English Level 2: Unit 14-10  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09



English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
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 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
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 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
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 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1t. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 11**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1u. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 11**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02



## English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.
- Students will discuss preferences for types of music, book genres, and computer programs.

### Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
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English Level 1: Unit 03-04  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05



English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-04  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 12-04  
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English Level 2: Unit 12-06  
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English Level 2: Unit 12-08



English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 15-01  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03



English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
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English Level 3: Unit 10-06



English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
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 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
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 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 11**

English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 11**

English Level 1: Unit 04-04  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-03



English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-03  
 English Level 3: Unit 03-04  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 11**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
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English Level 1: Unit 04-09  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
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English Level 1: Unit 06-02  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03



English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 14-09  
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English Level 2: Unit 15-01  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09



English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will locate information for leisure activities (in oral or written form).

**Grade 11**

English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write a poem, short story, play, or song.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-05  
English Level 1: Unit 03-07  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-04  
English Level 1: Unit 05-08  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-04  
English Level 1: Unit 06-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-09  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
 EXPECTATION

1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 11**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05  
 English Level 2: Unit 15-01

GRADE LEVEL  
 EXPECTATION

1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a game, book, or computer program.

**Grade 11**

English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 11**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05



English Level 3: Unit 02-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 04-05  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 07-04  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recount events of interest.

**Grade 11**

English Level 1: Unit 08-11  
 English Level 2: Unit 11-08  
 English Level 2: Unit 14-09  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-09  
 English Level 3: Unit 06-03  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will ask information questions for personal reasons.

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10



English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.2.1n. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will make requests for personal reasons.

#### Grade 11

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.2.1p. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will talk about a favorite food or celebration.

#### Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03



English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02



English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

## Grade 11

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-08  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-08  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-08  
English Level 3: Unit 09-07  
English Level 3: Unit 10-03  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
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English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
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English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
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English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
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English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01



English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
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English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a dictionary to validate choice of language.



## Grade 11

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

### GRADE LEVEL EXPECTATION

- 1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will ask a classmate whether a particular word or phrase is correct.

## Grade 11

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 03-05

### GRADE LEVEL EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a computer spell checker to verify spelling.

## Grade 11

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use written sources to discover or check information.

## Grade 11

English Level 2: Unit 15-04

English Level 2: Unit 16-04

### GRADE LEVEL EXPECTATION

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will keep individual notes for language learning.

## Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
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English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-04  
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English Level 2: Unit 09-06



English Level 2: Unit 09-07  
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English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 12-01  
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English Level 2: Unit 16-01  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
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 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will ask someone the meaning of a word.

**Grade 11**

English Level 1: Unit 03-08  
 English Level 1: Unit 07-01  
 English Level 2: Unit 14-10  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07



English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10



English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05



English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 04-02

GRADE LEVEL  
EXPECTATION

- 1.3.1I. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will recite poems or songs aloud or to oneself.

**Grade 11**

English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-10  
English Level 1: Unit 04-02  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 05-06  
English Level 1: Unit 05-10  
English Level 1: Unit 06-02  
English Level 1: Unit 06-05  
English Level 1: Unit 07-11  
English Level 2: Unit 09-04  
English Level 2: Unit 09-06  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03



English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

## GRADE LEVEL EXPECTATION

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

## Grade 11

English Level 1: Unit 08-11



English Level 2: Unit 14-09  
English Level 3: Unit 04-09  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 1.3.1n. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07



English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-10  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10

GRADE LEVEL  
EXPECTATION

- 1.3.1o. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10



English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-06  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
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English Level 2: Unit 12-09  
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English Level 2: Unit 13-01  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07



English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 02-03  
English Level 3: Unit 03-04

**GRADE LEVEL  
EXPECTATION**

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will interpret a teacher's indirect command to behave appropriately.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
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English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
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English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-05  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
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English Level 2: Unit 13-01  
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English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07



English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
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 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02



English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will justify changes in assignments or the need for an extension.

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will use polite forms to negotiate and reach consensus.

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11



English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
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English Level 2: Unit 13-01  
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English Level 2: Unit 13-06  
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English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06



English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
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English Level 3: Unit 08-01  
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English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08



English Level 3: Unit 12-09

English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will follow directions to form groups.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03



English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
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English Level 1: Unit 07-07  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06



English Level 2: Unit 12-07  
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 English Level 2: Unit 12-09  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
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 English Level 2: Unit 14-07  
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 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting



information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

## Grade 11

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04  
English Level 2: Unit 15-06  
English Level 3: Unit 01-09  
English Level 3: Unit 03-04  
English Level 3: Unit 03-08  
English Level 3: Unit 04-04

## GRADE LEVEL EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
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English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01



English Level 1: Unit 04-02  
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English Level 1: Unit 05-11  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
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English Level 1: Unit 07-11  
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English Level 2: Unit 10-01  
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English Level 2: Unit 10-04  
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English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
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English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

**GRADE LEVEL  
EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
Students will modify a statement made by a peer.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
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English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01



English Level 1: Unit 02-02  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
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English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 05-01  
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English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
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English Level 2: Unit 12-09  
English Level 2: Unit 12-10



English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
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 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
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 English Level 2: Unit 15-06  
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 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

**GRADE LEVEL  
EXPECTATION**

- 2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will respond to a teacher's general school-related small talk.



## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 05-01  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
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English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
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English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 11-01  
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English Level 2: Unit 13-07



English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 15-04  
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English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
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English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
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English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 03-06



English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
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English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05



English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

### Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
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English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-05



English Level 1: Unit 05-06  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
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English Level 1: Unit 06-02  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 09-10  
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English Level 2: Unit 11-01  
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English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07



English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-06  
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English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02



English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-09  
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English Level 3: Unit 04-01  
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English Level 3: Unit 04-05  
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English Level 3: Unit 04-07  
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English Level 3: Unit 09-05  
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 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1m. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify role in preparation for a group/class presentation.

**Grade 11**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.



## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03



English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
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English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07



English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03  
English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1o. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will join in a group response at the appropriate time.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01



English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06



English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07



English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will greet a teacher when entering class.

**Grade 11**

- English Level 1: Unit 06-07
- English Level 2: Unit 09-04
- English Level 2: Unit 10-02
- English Level 2: Unit 10-10
- English Level 3: Unit 02-05
- English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 2.1.1s. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 11**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04
- English Level 3: Unit 01-09
- English Level 3: Unit 03-08
- English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1t. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 11**

- English Level 1: Unit 01-07
- English Level 1: Unit 01-10
- English Level 1: Unit 03-05
- English Level 1: Unit 03-09
- English Level 1: Unit 04-01
- English Level 1: Unit 04-08
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02
- English Level 1: Unit 05-05
- English Level 1: Unit 06-01
- English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will compare and classify information using technical vocabulary.

**Grade 11**

English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-04  
English Level 1: Unit 02-09  
English Level 1: Unit 03-03  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 05-01  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-11  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-05  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-09  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10



English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-07  
English Level 2: Unit 12-03  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-05  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
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English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
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English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07



English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
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English Level 3: Unit 09-04  
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English Level 3: Unit 10-01  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will prepare for and participate in a debate.

### Grade 11

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02



GRADE LEVEL  
EXPECTATION

- 2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 11**

English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 15-08  
English Level 3: Unit 01-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will synthesize, analyze, and evaluate information.

**Grade 11**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 04-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-11  
English Level 1: Unit 08-10  
English Level 2: Unit 10-04  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 03-07  
English Level 3: Unit 04-05  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will write a summary of a book, article, movie, or lecture.

**Grade 11**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05



English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate information appropriate to an assignment in text or reference materials.

**Grade 11**

English Level 2: Unit 09-02  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 03-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 03-08  
 English Level 3: Unit 05-03  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 06-05  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will research information on academic topics from multiple sources.

**Grade 11**

English Level 1: Unit 01-01



English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07



English Level 3: Unit 01-08  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 11**

English Level 1: Unit 05-07  
 English Level 2: Unit 14-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-05  
 English Level 3: Unit 10-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 11**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04



English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
EXPECTATION**

- 2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 11**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05



English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 11-03  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 12-01  
English Level 2: Unit 12-03  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-05  
English Level 2: Unit 13-09  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 15-02  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06



English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-07  
English Level 3: Unit 04-01  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-02  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 10-08  
English Level 3: Unit 12-06

## GRADE LEVEL EXPECTATION

- 2.2.11. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

### Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 03-02  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-09  
English Level 1: Unit 04-02  
English Level 1: Unit 04-06  
English Level 1: Unit 04-09  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04



English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-08  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-06  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-04  
 English Level 2: Unit 11-09  
 English Level 2: Unit 11-10  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-09  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-03  
 English Level 2: Unit 16-01  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-06  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05

**GRADE LEVEL  
EXPECTATION**

- 2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing



information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

## Grade 11

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 12-10  
English Level 2: Unit 14-05  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-06  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-08  
English Level 3: Unit 05-02  
English Level 3: Unit 05-06  
English Level 3: Unit 07-04  
English Level 3: Unit 09-05

## GRADE LEVEL EXPECTATION

- 2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

## Grade 11

English Level 1: Unit 06-02



English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL  
 EXPECTATION**

2.2.1p. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 11**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1q. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1t. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 11**

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

**GRADE LEVEL  
EXPECTATION**

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

**Grade 11**

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

**GRADE LEVEL  
EXPECTATION**

- 2.3.1c. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will practice an oral report with a peer prior to presenting it in class.

**Grade 11**

English Level 3: Unit 01-04

**GRADE LEVEL  
EXPECTATION**

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

**Grade 11**



English Level 1: Unit 01-07  
 English Level 1: Unit 04-10  
 English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 11**  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will skim chapter headings, and bold print to determine the key points of a text.

**Grade 11**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 11**  
 English Level 1: Unit 04-08  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-11  
 English Level 2: Unit 10-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 11**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will make pictures to check comprehension of a story or process.

**Grade 11**

English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will scan an entry in a book to locate information for an assignment.

**Grade 11**

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL  
EXPECTATION

- 2.3.1m. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will select materials from school resource collections to complete a project.

## Grade 11

English Level 1: Unit 01-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-09  
 English Level 2: Unit 10-03  
 English Level 2: Unit 12-10  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 06-04  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-09

### GRADE LEVEL EXPECTATION

- 2.3.1n. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will rehearse and visualize information.

## Grade 11

English Level 3: Unit 01-04

### GRADE LEVEL EXPECTATION

- 2.3.1o. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the



behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

## Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-05  
English Level 3: Unit 06-01  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.3.1p. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 11**

English Level 3: Unit 01-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10



English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01



English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will select topics appropriate to discuss in a job interview.

### Grade 11

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-08  
English Level 1: Unit 04-01  
English Level 1: Unit 04-07  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will use the appropriate register for business and friendly transactions.

**Grade 11**

English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 05-01  
 English Level 1: Unit 06-11  
 English Level 2: Unit 10-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.



**Grade 11**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write a dialogue incorporating idioms or slang.

**Grade 11**

English Level 1: Unit 04-10  
English Level 2: Unit 09-04  
English Level 2: Unit 11-01  
English Level 2: Unit 12-06  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 3: Unit 01-04  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 04-09  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01

GRADE LEVEL  
EXPECTATION

- 3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write business and personal letters.

**Grade 11**

English Level 3: Unit 03-01  
English Level 3: Unit 04-03

GRADE LEVEL  
EXPECTATION

- 3.1.1i. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a commercial using an appropriate language style for the product.

**Grade 11**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when



it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a cartoon or comic book.

## Grade 11

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

## GRADE LEVEL EXPECTATION

- 3.1.1k. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07



English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09



English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04



English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 04-06  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
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English Level 3: Unit 07-07  
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English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06



English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will advise peers on appropriate language use.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
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English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
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English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
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English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-02  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05



English Level 3: Unit 12-01  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will interact with an adult in a formal and informal setting.

**Grade 11**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08



English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10



English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05



English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
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English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 05-01  
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English Level 3: Unit 05-06  
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English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
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English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
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English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07



English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
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 English Level 3: Unit 10-07  
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 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 11**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 11**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

## GRADE LEVEL EXPECTATION

- 3.1.1s. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

### Grade 11

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 05-11  
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English Level 1: Unit 07-01  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 09-04  
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English Level 2: Unit 10-01  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1t. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 11**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1u. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 11**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06



English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10



English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01



English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03



English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1v. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 11**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare body language norms among various cultures represented in the classroom or community.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare gestures and body language acceptable in formal and informal settings.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will identify nonverbal cues that cause misunderstanding.



**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 13-06  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will analyze nonverbal behavior.

**Grade 11**

English Level 1: Unit 05-10



English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1j. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will add gestures to correspond to a dialogue in a play.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1k. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 11**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 13-06  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1l. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 11**

English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

- 3.2.1m. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.



3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

## Grade 11

English Level 2: Unit 09-08

English Level 2: Unit 11-01

### GRADE LEVEL EXPECTATION

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will evaluate different types of communication for effectiveness in making one's point.

## Grade 11

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

### GRADE LEVEL EXPECTATION

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will model behavior and language use of others in different situations and settings.

## Grade 11

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10



English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
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English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02



English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
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English Level 2: Unit 11-01  
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English Level 2: Unit 12-01  
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English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
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English Level 2: Unit 15-06  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08



English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
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English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 04-06  
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English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05



English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
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 English Level 3: Unit 07-10  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
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 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
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 English Level 3: Unit 10-01  
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 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will evaluate behaviors in different situations.

**Grade 11**

English Level 2: Unit 13-06

**GRADE LEVEL  
 EXPECTATION**

3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.



Students will observe language use and behaviors of peers in different settings.

**Grade 11**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1g. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

**Grade 11**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1h. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 11**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03



**Rosetta Stone Version 2 - English Master**  
**English Language Learners**  
**Grade 12**  
**United States Standards - Hawaii Standards**

**GRADE LEVEL  
EXPECTATION**

- 1.1.1a. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will obtain, complete, and process application forms, such as driver's license, social security, college entrance.

**Grade 12**

- English Level 1: Unit 03-08
- English Level 1: Unit 05-01
- English Level 1: Unit 06-11
- English Level 2: Unit 19-03, 19-04, 19-05
- English Level 3: Unit 10-01
- English Level 3: Unit 10-02
- English Level 3: Unit 10-03
- English Level 3: Unit 10-04
- English Level 3: Unit 10-05
- English Level 3: Unit 10-06
- English Level 3: Unit 10-07
- English Level 3: Unit 10-08
- English Level 3: Unit 10-09
- English Level 3: Unit 11-03
- English Level 3: Unit 11-04
- English Level 3: Unit 11-05
- English Level 3: Unit 12-01
- English Level 3: Unit 12-02
- English Level 3: Unit 12-03

**GRADE LEVEL  
EXPECTATION**

- 1.1.1b. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will express feelings through drama, poetry, or song.

**Grade 12**

- English Level 1: Unit 01-07
- English Level 1: Unit 02-01
- English Level 1: Unit 02-07
- English Level 1: Unit 02-08
- English Level 1: Unit 02-10
- English Level 1: Unit 04-02
- English Level 1: Unit 04-04
- English Level 1: Unit 04-05
- English Level 1: Unit 04-06
- English Level 1: Unit 05-06
- English Level 1: Unit 05-10
- English Level 1: Unit 06-02
- English Level 1: Unit 06-05
- English Level 1: Unit 07-04
- English Level 1: Unit 07-11
- English Level 2: Unit 09-04
- English Level 2: Unit 09-06
- English Level 2: Unit 09-10
- English Level 2: Unit 10-01
- English Level 2: Unit 10-02
- English Level 2: Unit 10-04
- English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

**GRADE LEVEL  
EXPECTATION**

- 1.1.1c. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will make an appointment.



## Grade 12

English Level 1: Unit 04-05  
English Level 1: Unit 06-11  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-05

### GRADE LEVEL EXPECTATION

- 1.1.1d. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will defend and argue a position.

## Grade 12

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02

### GRADE LEVEL EXPECTATION

- 1.1.1e. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will use prepared notes in an interview or meeting.

## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
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English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
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English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.1.1f. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will ask peers for their opinions, preferences, and desires.

**Grade 12**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.1.1g. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will correspond with pen pals, English-speaking acquaintances, friends.

**Grade 12**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1h. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will write personal essays.

**Grade 12**

English Level 1: Unit 05-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 14-09  
 English Level 2: Unit 15-07  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-08  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-05  
 English Level 3: Unit 04-06  
 English Level 3: Unit 04-09  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-05  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1i. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.



1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will make plans for social engagements.

**Grade 12**

English Level 1: Unit 04-03

English Level 2: Unit 10-02

GRADE LEVEL  
EXPECTATION

1.1.1j. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will shop in a supermarket.

**Grade 12**

English Level 1: Unit 04-05

English Level 1: Unit 06-11

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

GRADE LEVEL  
EXPECTATION

1.1.1k. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will engage listener's attention verbally or nonverbally.

**Grade 12**

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 13-06

English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

1.1.1l. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.

1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.

Students will volunteer information and respond to questions about self and family.

**Grade 12**

English Level 1: Unit 01-07

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-04

English Level 1: Unit 06-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-05

English Level 2: Unit 09-02

English Level 2: Unit 09-05

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 11-01

English Level 2: Unit 11-08

English Level 2: Unit 12-08

English Level 2: Unit 14-01



English Level 2: Unit 15-07  
English Level 2: Unit 15-10  
English Level 3: Unit 04-06

GRADE LEVEL  
EXPECTATION

- 1.1.1m. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will elicit information and ask clarification questions.

**Grade 12**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 1.1.1n. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will clarify and restate information as needed.

**Grade 12**

English Level 1: Unit 08-11  
English Level 2: Unit 14-09  
English Level 3: Unit 04-09  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 1.1.1o. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will describe feelings and emotions after watching a movie.

**Grade 12**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05



English Level 1: Unit 06-08  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

GRADE LEVEL  
EXPECTATION

- 1.1.1q. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will give and ask for permission.

**Grade 12**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-05  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 11-08  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03



English Level 2: Unit 13-08  
English Level 2: Unit 14-01  
English Level 2: Unit 15-07  
English Level 2: Unit 15-10  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03  
English Level 3: Unit 04-06

**GRADE LEVEL  
EXPECTATION**

- 1.1.1r. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will offer and respond to greetings, compliments, invitations, introductions, and farewells.

**Grade 12**

English Level 1: Unit 06-07  
English Level 2: Unit 09-04  
English Level 2: Unit 10-02  
English Level 2: Unit 10-10  
English Level 3: Unit 02-05  
English Level 3: Unit 11-04

**GRADE LEVEL  
EXPECTATION**

- 1.1.1s. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
Students will negotiate solutions to problems, interpersonal misunderstandings, and disputes.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04



English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06



English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
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English Level 3: Unit 04-02  
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English Level 3: Unit 04-10  
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English Level 3: Unit 05-07  
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English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
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English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09



English Level 3: Unit 07-10  
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 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

1.1.1t. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will read and write invitations and thank you letters.

**Grade 12**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

GRADE LEVEL  
 EXPECTATION

1.1.1u. HI.1.1. - National TESOL Standard: To use English to communicate in social settings: Students will use English to participate in social interactions.  
 1.1.1. - Descriptors: sharing and requesting information; expressing needs, feelings, and ideas; using nonverbal communication in social interactions; getting personal needs met; engaging in conversations; conducting transactions.  
 Students will use the telephone.

**Grade 12**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02



## English Level 3: Unit 07-04

### GRADE LEVEL EXPECTATION

- 1.2.1a. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will discuss preferences for types of music, book genres, and computer programs.

### Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
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English Level 1: Unit 06-06  
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English Level 2: Unit 12-09  
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English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 01-03  
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English Level 3: Unit 02-04  
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English Level 3: Unit 10-07  
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 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

- 1.2.1b. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a film or videotape to a friend.

**Grade 12**

English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05  
 English Level 3: Unit 02-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-04  
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 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05

GRADE LEVEL  
 EXPECTATION

- 1.2.1c. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will write in a diary or personal journal.

**Grade 12**

English Level 1: Unit 04-04  
 English Level 1: Unit 04-10  
 English Level 1: Unit 05-03



English Level 1: Unit 06-06  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-06  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-07  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-02  
 English Level 2: Unit 12-06  
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 English Level 2: Unit 15-01  
 English Level 2: Unit 15-06  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-03  
 English Level 3: Unit 03-04  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1e. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will persuade peers to join in a favorite activity, game, or hobby.

**Grade 12**

English Level 3: Unit 01-05  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

1.2.1f. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will discuss issues of personal importance or value.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
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 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
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English Level 2: Unit 14-09  
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English Level 2: Unit 18-04, 18-05, 18-06  
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English Level 2: Unit 18-10, 19-01, 19-02  
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English Level 3: Unit 01-01  
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English Level 3: Unit 04-10  
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English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 1.2.1g. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will locate information for leisure activities (in oral or written form).

**Grade 12**

English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1h. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will write a poem, short story, play, or song.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-06  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
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English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-05  
English Level 2: Unit 12-01  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10



English Level 2: Unit 16-01  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-09  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-06  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 09-03  
 English Level 3: Unit 11-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1i. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will describe favorite storybook characters.

**Grade 12**

English Level 1: Unit 05-02  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 14-05  
 English Level 2: Unit 15-01

GRADE LEVEL  
 EXPECTATION

- 1.2.1j. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will recommend a game, book, or computer program.

**Grade 12**

English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 07-04

GRADE LEVEL  
 EXPECTATION

- 1.2.1k. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

**Grade 12**

English Level 1: Unit 04-01  
 English Level 1: Unit 04-06  
 English Level 1: Unit 06-05  
 English Level 1: Unit 06-08  
 English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-04  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-02  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04  
 English Level 3: Unit 02-05



English Level 3: Unit 02-06  
English Level 3: Unit 03-07  
English Level 3: Unit 04-05  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 07-04  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05

GRADE LEVEL  
EXPECTATION

- 1.2.1l. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will recount events of interest.

**Grade 12**

English Level 1: Unit 08-11  
English Level 2: Unit 11-08  
English Level 2: Unit 14-09  
English Level 3: Unit 03-05  
English Level 3: Unit 04-09  
English Level 3: Unit 06-03  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04  
English Level 3: Unit 12-04

GRADE LEVEL  
EXPECTATION

- 1.2.1m. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
Students will ask information questions for personal reasons.

**Grade 12**

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-05  
English Level 1: Unit 03-09  
English Level 1: Unit 04-01  
English Level 1: Unit 04-08  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 06-01  
English Level 1: Unit 06-09  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10



English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1n. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will make requests for personal reasons.

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

GRADE LEVEL  
 EXPECTATION

1.2.1p. HI.1.2. - National TESOL Standard: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 1.2.1. - Descriptors: describing, reading about, or participating in a favorite activity; sharing social and cultural traditions and values; expressing personal needs, feelings, and ideas; participating in popular culture.  
 Students will talk about a favorite food or celebration.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03



English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06



English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02



English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

1.3.1a. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.



1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will make notes in preparation for a meeting or interview.

## Grade 12

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 15-08  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-08  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-08  
English Level 3: Unit 09-07  
English Level 3: Unit 10-03  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02  
English Level 3: Unit 12-09

## GRADE LEVEL EXPECTATION

1.3.1b. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will plan and rehearse an anticipated conversation.

## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01



English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07



English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
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English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01



English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
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English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
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English Level 3: Unit 09-01  
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English Level 3: Unit 09-07  
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English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
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English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
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English Level 3: Unit 10-07  
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English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 1.3.1c. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will use a dictionary to validate choice of language.



**Grade 12**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL  
EXPECTATION

- 1.3.1d. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will ask a classmate whether a particular word or phrase is correct.

**Grade 12**

English Level 1: Unit 03-08  
English Level 1: Unit 07-01  
English Level 2: Unit 14-10  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 03-05

GRADE LEVEL  
EXPECTATION

- 1.3.1e. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use a computer spell checker to verify spelling.

**Grade 12**

English Level 1: Unit 02-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 07-04

GRADE LEVEL  
EXPECTATION

- 1.3.1f. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will use written sources to discover or check information.

**Grade 12**

English Level 2: Unit 15-04  
English Level 2: Unit 16-04

GRADE LEVEL  
EXPECTATION

- 1.3.1g. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
Students will keep individual notes for language learning.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05



English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
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English Level 1: Unit 06-11  
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English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01



English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08



English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1h. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will test appropriate use of new vocabulary, phrases, and structures.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09



English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
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English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
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English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06



English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
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English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
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English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
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English Level 2: Unit 11-07  
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English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
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English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
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 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1i. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will ask someone the meaning of a word.

**Grade 12**

English Level 1: Unit 03-08  
 English Level 1: Unit 07-01  
 English Level 2: Unit 14-10  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 03-05

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1j. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up).

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-07



English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
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English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
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English Level 1: Unit 03-09  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-01  
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English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
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English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05



English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
 EXPECTATION**

- 1.3.1I. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.  
 Students will recite poems or songs aloud or to oneself.

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-10  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-10  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-05  
 English Level 1: Unit 07-11  
 English Level 2: Unit 09-04  
 English Level 2: Unit 09-06  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-06  
 English Level 2: Unit 10-07  
 English Level 2: Unit 10-10  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-03



English Level 2: Unit 12-06  
English Level 2: Unit 13-02  
English Level 2: Unit 13-05  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 15-02  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-05  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 03-04  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-02  
English Level 3: Unit 05-07  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-07  
English Level 3: Unit 07-10  
English Level 3: Unit 08-06  
English Level 3: Unit 09-03  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-09  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-02

## GRADE LEVEL EXPECTATION

1.3.1m. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will imitate a classmate's response to a teacher's question or directions.

## Grade 12

English Level 1: Unit 08-11



English Level 2: Unit 14-09  
English Level 3: Unit 04-09  
English Level 3: Unit 07-01  
English Level 3: Unit 10-04

GRADE LEVEL  
EXPECTATION

- 1.3.1n. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
- 1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.
- Students will associate realia or diagrams with written labels to learn vocabulary or construct meaning.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
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English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02



English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
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English Level 2: Unit 10-07  
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English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
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English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07



English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-10  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10

GRADE LEVEL  
EXPECTATION

- 1.3.1o. HI.1.3. - National TESOL Standard: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.  
1.3.1. - Descriptors: testing hypotheses about language; listening to and imitating how others use English; exploring alternative ways of saying things; focusing attention selectively; seeking support and feedback from



others; comparing nonverbal and verbal cues; self-monitoring and self-evaluating language development; using the primary language to ask for clarification; learning and using language 'chunks'; selecting different media to help understand language; practicing new language; using context to get meaning.

Students will practice recently learned language by teaching a peer.

## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10



English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
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English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
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English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07



English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 02-03  
 English Level 3: Unit 03-04

**GRADE LEVEL  
EXPECTATION**

- 2.1.1a. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will interpret a teacher's indirect command to behave appropriately.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
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English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
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English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02



English Level 1: Unit 08-03  
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English Level 1: Unit 08-11  
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English Level 2: Unit 14-08  
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 English Level 2: Unit 16-01  
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 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1b. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will ask a teacher or peer to confirm one's understanding of directions to complete an assignment.

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-07  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02



English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 2: Unit 15-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1c. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will justify changes in assignments or the need for an extension.

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 09-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 11-01  
 English Level 2: Unit 12-01  
 English Level 2: Unit 12-08  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-08  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03

**GRADE LEVEL  
 EXPECTATION**

2.1.1e. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will use polite forms to negotiate and reach consensus.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07



English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11



English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05



English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06



English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08



English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1f. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will follow directions to form groups.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03



English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06



English Level 2: Unit 12-07  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-09  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-02  
 English Level 2: Unit 13-03  
 English Level 2: Unit 13-04  
 English Level 2: Unit 13-05  
 English Level 2: Unit 13-06  
 English Level 2: Unit 13-07  
 English Level 2: Unit 13-08  
 English Level 2: Unit 13-09  
 English Level 2: Unit 13-10  
 English Level 2: Unit 14-01  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-04  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 14-09  
 English Level 2: Unit 14-10  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-09  
 English Level 3: Unit 01-10  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1g. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting



information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will negotiate cooperative roles and task assignments.

## Grade 12

English Level 1: Unit 01-05  
English Level 1: Unit 01-07  
English Level 1: Unit 03-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 06-11  
English Level 1: Unit 07-04  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-08  
English Level 2: Unit 14-04  
English Level 2: Unit 15-06  
English Level 3: Unit 01-09  
English Level 3: Unit 03-04  
English Level 3: Unit 03-08  
English Level 3: Unit 04-04

## GRADE LEVEL EXPECTATION

2.1.1h. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.

Students will take turns when speaking in a group.

## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01



English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
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English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
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English Level 2: Unit 10-01  
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English Level 2: Unit 16-09



English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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English Level 3: Unit 07-07  
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 English Level 3: Unit 12-04  
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 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

- 2.1.1.i. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will modify a statement made by a peer.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01



English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
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English Level 1: Unit 04-01  
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English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04



English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
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English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
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English Level 2: Unit 12-01  
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English Level 2: Unit 14-01  
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English Level 2: Unit 14-09



English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
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English Level 2: Unit 16-01  
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English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10



English Level 3: Unit 05-01  
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English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10



GRADE LEVEL  
EXPECTATION

- 2.1.1j. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will paraphrase a teacher's directions orally or in writing.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
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English Level 2: Unit 13-01  
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 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 04-02  
 English Level 3: Unit 04-09  
 English Level 3: Unit 07-01  
 English Level 3: Unit 10-04

**GRADE LEVEL  
EXPECTATION**

- 2.1.1k. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will respond to a teacher's general school-related small talk.



## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
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English Level 1: Unit 03-01  
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English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
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English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
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English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 2.1.11. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will explain the reason for being absent or late to a teacher.

### Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
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English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
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 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

2.1.1m. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will negotiate verbally to identify role in preparation for a group/class presentation.

**Grade 12**

English Level 1: Unit 01-05  
 English Level 1: Unit 01-07  
 English Level 1: Unit 03-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-07  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-10  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-03  
 English Level 2: Unit 10-08  
 English Level 2: Unit 14-04  
 English Level 3: Unit 01-09  
 English Level 3: Unit 03-08  
 English Level 3: Unit 04-04

**GRADE LEVEL  
 EXPECTATION**

2.1.1n. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask a teacher to restate or simplify directions.



## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
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 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-07, 17-08  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-03  
 English Level 3: Unit 04-02

**GRADE LEVEL  
EXPECTATION**

- 2.1.1o. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
- 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.
- Students will join in a group response at the appropriate time.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01



English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06



English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07



English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09



English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 2.1.1q. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will greet a teacher when entering class.

**Grade 12**

- English Level 1: Unit 06-07
- English Level 2: Unit 09-04
- English Level 2: Unit 10-02
- English Level 2: Unit 10-10
- English Level 3: Unit 02-05
- English Level 3: Unit 11-04

GRADE LEVEL  
EXPECTATION

- 2.1.1s. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will share classroom materials and work successfully with a partner.

**Grade 12**

- English Level 1: Unit 01-05
- English Level 1: Unit 01-07
- English Level 1: Unit 03-03
- English Level 1: Unit 04-04
- English Level 1: Unit 04-07
- English Level 1: Unit 04-09
- English Level 1: Unit 06-11
- English Level 1: Unit 07-04
- English Level 1: Unit 07-06
- English Level 1: Unit 07-10
- English Level 2: Unit 10-02
- English Level 2: Unit 10-03
- English Level 2: Unit 10-08
- English Level 2: Unit 14-04
- English Level 3: Unit 01-09
- English Level 3: Unit 03-08
- English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 2.1.1t. HI.2.1. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.  
 2.1.1. - Descriptors: following oral and written directions, implicit and explicit; requesting and providing clarification; participating in full-class, group, and pair discussions; asking and answering questions; requesting information and assistance; negotiating and managing interaction to accomplish tasks; explaining actions; elaborating and extending other people's ideas and words; expressing likes, dislikes, and needs.  
 Students will ask for assistance with a task.

**Grade 12**

- English Level 1: Unit 01-07
- English Level 1: Unit 01-10
- English Level 1: Unit 03-05
- English Level 1: Unit 03-09
- English Level 1: Unit 04-01
- English Level 1: Unit 04-08
- English Level 1: Unit 05-01
- English Level 1: Unit 05-02
- English Level 1: Unit 05-05
- English Level 1: Unit 06-01
- English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 2.2.1a. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will compare and classify information using technical vocabulary.

**Grade 12**

English Level 1: Unit 01-04  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 02-04  
English Level 1: Unit 02-09  
English Level 1: Unit 03-03  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 03-10  
English Level 1: Unit 04-03  
English Level 1: Unit 04-05  
English Level 1: Unit 04-07  
English Level 1: Unit 04-09  
English Level 1: Unit 05-01  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-11  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-05  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-09  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10



English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-07  
English Level 2: Unit 12-03  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-05  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07



English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09

**GRADE LEVEL  
EXPECTATION**

- 2.2.1b. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will prepare for and participate in a debate.

**Grade 12**

English Level 2: Unit 14-04  
English Level 3: Unit 01-05  
English Level 3: Unit 10-02



GRADE LEVEL  
EXPECTATION

- 2.2.1c. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will take notes as a teacher presents information or during a film in order to summarize key concepts.

**Grade 12**

English Level 1: Unit 04-01  
English Level 1: Unit 04-04  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05  
English Level 1: Unit 08-10  
English Level 2: Unit 13-03  
English Level 2: Unit 15-08  
English Level 3: Unit 01-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1d. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will synthesize, analyze, and evaluate information.

**Grade 12**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 04-08  
English Level 1: Unit 06-05  
English Level 1: Unit 06-11  
English Level 1: Unit 08-10  
English Level 2: Unit 10-04  
English Level 2: Unit 13-03  
English Level 3: Unit 01-04  
English Level 3: Unit 03-07  
English Level 3: Unit 04-05  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06

GRADE LEVEL  
EXPECTATION

- 2.2.1e. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
Students will write a summary of a book, article, movie, or lecture.

**Grade 12**

English Level 1: Unit 04-01  
English Level 1: Unit 04-06  
English Level 1: Unit 06-05



English Level 1: Unit 08-10  
 English Level 2: Unit 13-03  
 English Level 3: Unit 01-04  
 English Level 3: Unit 05-05  
 English Level 3: Unit 05-06  
 English Level 3: Unit 12-04

GRADE LEVEL  
 EXPECTATION

2.2.1f. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate information appropriate to an assignment in text or reference materials.

**Grade 12**

English Level 2: Unit 09-02  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04  
 English Level 3: Unit 01-06  
 English Level 3: Unit 03-06  
 English Level 3: Unit 03-07  
 English Level 3: Unit 03-08  
 English Level 3: Unit 05-03  
 English Level 3: Unit 06-01  
 English Level 3: Unit 06-02  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 06-05  
 English Level 3: Unit 06-06  
 English Level 3: Unit 06-07  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

GRADE LEVEL  
 EXPECTATION

2.2.1g. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will research information on academic topics from multiple sources.

**Grade 12**

English Level 1: Unit 01-01



English Level 1: Unit 01-03  
English Level 1: Unit 01-06  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 05-06  
English Level 1: Unit 05-08  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-02  
English Level 1: Unit 08-04  
English Level 1: Unit 08-06  
English Level 1: Unit 08-09  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-07  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-10  
English Level 2: Unit 12-08  
English Level 2: Unit 12-10  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 15-02  
English Level 2: Unit 15-04  
English Level 2: Unit 15-10  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 3: Unit 01-02  
English Level 3: Unit 01-04  
English Level 3: Unit 01-07



English Level 3: Unit 01-08  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-01  
 English Level 3: Unit 03-02  
 English Level 3: Unit 03-06  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-10  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-03  
 English Level 3: Unit 08-01  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-06  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07

**GRADE LEVEL  
 EXPECTATION**

2.2.1h. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will take a position and support it orally or in writing.

**Grade 12**

English Level 1: Unit 05-07  
 English Level 2: Unit 14-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-10  
 English Level 3: Unit 01-05  
 English Level 3: Unit 10-02

**GRADE LEVEL  
 EXPECTATION**

2.2.1i. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will construct a chart synthesizing information.

**Grade 12**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-10



English Level 1: Unit 02-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-04  
 English Level 1: Unit 04-05  
 English Level 1: Unit 05-04  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-09  
 English Level 1: Unit 06-03  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-03  
 English Level 1: Unit 08-06  
 English Level 1: Unit 08-10  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-02  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-09  
 English Level 2: Unit 10-10  
 English Level 2: Unit 12-10  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-07  
 English Level 2: Unit 14-08  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-06  
 English Level 3: Unit 01-08  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-06  
 English Level 3: Unit 07-04  
 English Level 3: Unit 09-05

**GRADE LEVEL  
 EXPECTATION**

2.2.1j. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words).

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08



English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04



English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01



English Level 2: Unit 15-02  
 English Level 2: Unit 15-03  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-05  
 English Level 2: Unit 15-06  
 English Level 2: Unit 15-07  
 English Level 2: Unit 15-08  
 English Level 2: Unit 15-09  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-01  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-04  
 English Level 2: Unit 16-05  
 English Level 2: Unit 16-06  
 English Level 2: Unit 16-07  
 English Level 2: Unit 16-08  
 English Level 2: Unit 16-09  
 English Level 2: Unit 16-10  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-02  
 English Level 3: Unit 01-03  
 English Level 3: Unit 01-05  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-10  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10

**GRADE LEVEL  
EXPECTATION**

- 2.2.1k. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.
- Students will define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics).

**Grade 12**

English Level 1: Unit 01-02  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-09  
 English Level 1: Unit 03-10  
 English Level 1: Unit 04-03  
 English Level 1: Unit 04-05



English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-07  
English Level 1: Unit 07-07  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-08  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-02  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 10-01  
English Level 2: Unit 10-04  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 11-03  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 12-01  
English Level 2: Unit 12-03  
English Level 2: Unit 12-10  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-05  
English Level 2: Unit 13-09  
English Level 2: Unit 14-04  
English Level 2: Unit 14-07  
English Level 2: Unit 15-02  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-04  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-09  
English Level 3: Unit 02-02  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06



English Level 3: Unit 03-02  
 English Level 3: Unit 03-03  
 English Level 3: Unit 03-07  
 English Level 3: Unit 04-01  
 English Level 3: Unit 04-03  
 English Level 3: Unit 04-04  
 English Level 3: Unit 04-06  
 English Level 3: Unit 05-01  
 English Level 3: Unit 05-02  
 English Level 3: Unit 05-04  
 English Level 3: Unit 05-06  
 English Level 3: Unit 05-07  
 English Level 3: Unit 06-03  
 English Level 3: Unit 06-04  
 English Level 3: Unit 07-01  
 English Level 3: Unit 07-02  
 English Level 3: Unit 07-03  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 07-08  
 English Level 3: Unit 07-09  
 English Level 3: Unit 07-10  
 English Level 3: Unit 08-02  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 10-08  
 English Level 3: Unit 12-06

**GRADE LEVEL  
 EXPECTATION**

2.2.11. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature).

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-08  
 English Level 1: Unit 02-09  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-02  
 English Level 1: Unit 04-06  
 English Level 1: Unit 04-09  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-03  
 English Level 1: Unit 05-04



English Level 1: Unit 05-05  
 English Level 1: Unit 05-06  
 English Level 1: Unit 05-07  
 English Level 1: Unit 05-11  
 English Level 1: Unit 06-02  
 English Level 1: Unit 06-03  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-10  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-03  
 English Level 1: Unit 07-04  
 English Level 1: Unit 07-05  
 English Level 1: Unit 07-06  
 English Level 1: Unit 07-08  
 English Level 1: Unit 08-11  
 English Level 2: Unit 09-01  
 English Level 2: Unit 09-03  
 English Level 2: Unit 09-05  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 10-06  
 English Level 2: Unit 11-02  
 English Level 2: Unit 11-04  
 English Level 2: Unit 11-09  
 English Level 2: Unit 11-10  
 English Level 2: Unit 12-08  
 English Level 2: Unit 12-10  
 English Level 2: Unit 13-01  
 English Level 2: Unit 13-09  
 English Level 2: Unit 14-02  
 English Level 2: Unit 14-03  
 English Level 2: Unit 14-05  
 English Level 2: Unit 14-06  
 English Level 2: Unit 14-08  
 English Level 2: Unit 15-01  
 English Level 2: Unit 15-03  
 English Level 2: Unit 16-01  
 English Level 2: Unit 17-01, 17-02, 17-03  
 English Level 2: Unit 17-04, 17-05, 17-06  
 English Level 2: Unit 17-09, 17-10  
 English Level 2: Unit 18-01, 18-02, 18-03  
 English Level 2: Unit 18-04, 18-05, 18-06  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 2: Unit 18-10, 19-01, 19-02  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 2: Unit 19-09, 19-10  
 English Level 3: Unit 01-01  
 English Level 3: Unit 01-05  
 English Level 3: Unit 01-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 03-05  
 English Level 3: Unit 04-02  
 English Level 3: Unit 05-03  
 English Level 3: Unit 05-06  
 English Level 3: Unit 06-02  
 English Level 3: Unit 07-06  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05

**GRADE LEVEL  
EXPECTATION**

- 2.2.1n. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing



information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will construct a chart or other graphic showing data.

## Grade 12

English Level 1: Unit 01-02  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-05  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-04  
English Level 1: Unit 03-06  
English Level 1: Unit 03-08  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-09  
English Level 1: Unit 06-03  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-06  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 10-04  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 12-10  
English Level 2: Unit 14-05  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 16-01  
English Level 2: Unit 16-06  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 3: Unit 01-03  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-08  
English Level 3: Unit 05-02  
English Level 3: Unit 05-06  
English Level 3: Unit 07-04  
English Level 3: Unit 09-05

## GRADE LEVEL EXPECTATION

- 2.2.1o. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will read a story and represent the sequence of events (through pictures, words, music, or drama).

## Grade 12

English Level 1: Unit 06-02



English Level 1: Unit 06-08  
 English Level 2: Unit 10-01  
 English Level 2: Unit 10-04  
 English Level 2: Unit 10-05  
 English Level 2: Unit 11-02  
 English Level 2: Unit 12-02  
 English Level 2: Unit 17-04, 17-05, 17-06

**GRADE LEVEL  
 EXPECTATION**

2.2.1p. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will locate reference material.

**Grade 12**

English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.2.1q. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.  
 Students will generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications).

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-07  
 English Level 1: Unit 05-02  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-02  
 English Level 1: Unit 08-01  
 English Level 1: Unit 08-07  
 English Level 2: Unit 09-02  
 English Level 2: Unit 14-09  
 English Level 2: Unit 16-02  
 English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-09

**GRADE LEVEL  
 EXPECTATION**

2.2.1t. HI.2.2. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 2.2.1. - Descriptors: comparing and contrasting information; persuading, arguing, negotiating, evaluating, and



justifying; listening to, speaking, reading, and writing about subject matter information; gathering information orally and in writing; retelling information; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; responding to the work of peers and others; representing information visually and interpreting information presented visually; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content area; demonstrating knowledge through application in a variety of contexts.

Students will use contextual clues.

**Grade 12**

English Level 1: Unit 04-08

English Level 2: Unit 13-02

English Level 2: Unit 14-10

GRADE LEVEL  
EXPECTATION

- 2.3.1a. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will preview assigned textbook chapters and generate questions to explore the topics to be presented.

**Grade 12**

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL  
EXPECTATION

- 2.3.1c. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will practice an oral report with a peer prior to presenting it in class.

**Grade 12**

English Level 3: Unit 01-04

GRADE LEVEL  
EXPECTATION

- 2.3.1e. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will brainstorm ideas with native language peers prior to writing a composition on a given topic.

**Grade 12**



English Level 1: Unit 01-07  
 English Level 1: Unit 04-10  
 English Level 2: Unit 17-07, 17-08  
 English Level 3: Unit 02-03  
 English Level 3: Unit 02-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1f. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will scan several resources to determine the appropriateness to the topic of study.

**Grade 12**  
 English Level 2: Unit 15-04  
 English Level 2: Unit 16-04

**GRADE LEVEL  
 EXPECTATION**

2.3.1g. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will skim chapter headings, and bold print to determine the key points of a text.

**Grade 12**  
 English Level 2: Unit 11-08  
 English Level 2: Unit 12-04  
 English Level 3: Unit 07-05

**GRADE LEVEL  
 EXPECTATION**

2.3.1i. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will verbalize relationships between new information and information previously learned in another setting.

**Grade 12**  
 English Level 1: Unit 04-08  
 English Level 1: Unit 06-11  
 English Level 1: Unit 08-11  
 English Level 2: Unit 10-04



GRADE LEVEL  
EXPECTATION

- 2.3.1j. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will use verbal and nonverbal cues to know when to pay attention.

**Grade 12**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 2.3.1k. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will make pictures to check comprehension of a story or process.

**Grade 12**

English Level 1: Unit 08-11

GRADE LEVEL  
EXPECTATION

- 2.3.1l. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
Students will scan an entry in a book to locate information for an assignment.

**Grade 12**

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 3: Unit 07-05

GRADE LEVEL  
EXPECTATION

- 2.3.1m. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.



Students will select materials from school resource collections to complete a project.

## Grade 12

English Level 1: Unit 01-01  
 English Level 1: Unit 02-05  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-05  
 English Level 1: Unit 04-06  
 English Level 1: Unit 04-09  
 English Level 1: Unit 06-04  
 English Level 1: Unit 06-11  
 English Level 1: Unit 07-01  
 English Level 1: Unit 07-02  
 English Level 1: Unit 07-08  
 English Level 1: Unit 07-09  
 English Level 1: Unit 07-10  
 English Level 1: Unit 08-04  
 English Level 1: Unit 08-09  
 English Level 2: Unit 10-03  
 English Level 2: Unit 12-10  
 English Level 2: Unit 15-04  
 English Level 2: Unit 15-10  
 English Level 2: Unit 16-04  
 English Level 2: Unit 18-07, 18-08, 18-09  
 English Level 3: Unit 01-07  
 English Level 3: Unit 01-09  
 English Level 3: Unit 02-01  
 English Level 3: Unit 06-04  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 11-02  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-09

### GRADE LEVEL EXPECTATION

- 2.3.1n. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.  
 Students will rehearse and visualize information.

## Grade 12

English Level 3: Unit 01-04

### GRADE LEVEL EXPECTATION

- 2.3.1o. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.  
 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the



behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.

Students will take risks with language.

## Grade 12

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 08-01  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06



English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-04  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-03  
English Level 3: Unit 05-05  
English Level 3: Unit 06-01  
English Level 3: Unit 07-03



English Level 3: Unit 07-04  
 English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
 English Level 3: Unit 08-01  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-09  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

- 2.3.1p. HI.2.3. - National TESOL Standard: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.
- 2.3.1. - Descriptors: focusing attention selectively; applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text; using context to construct meaning; taking notes to record important information and aid one's own learning; applying self-monitoring and self-corrective strategies to build and expand a knowledge base; determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study); planning how and when to use cognitive strategies and applying them appropriately to a learning task; actively connecting new information to information previously learned; evaluating one's own success in a completed learning task; recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members); imitating the behaviors of native English speakers to complete tasks successfully; knowing when to use native language resources (human and material) to promote understanding.
- Students will rephrase, explain, revise, and expand oral or written information to check comprehension.

**Grade 12**

English Level 3: Unit 01-04

GRADE LEVEL  
 EXPECTATION

- 3.1.1a. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will recognize and apply the style of speech used in a job interview, a debate, or a formal meeting.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02  
 English Level 1: Unit 01-03  
 English Level 1: Unit 01-04  
 English Level 1: Unit 01-05  
 English Level 1: Unit 01-06  
 English Level 1: Unit 01-07  
 English Level 1: Unit 01-08  
 English Level 1: Unit 01-09  
 English Level 1: Unit 01-10  
 English Level 1: Unit 02-01  
 English Level 1: Unit 02-02  
 English Level 1: Unit 02-03  
 English Level 1: Unit 02-04  
 English Level 1: Unit 02-05  
 English Level 1: Unit 02-06  
 English Level 1: Unit 02-07  
 English Level 1: Unit 02-08  
 English Level 1: Unit 03-01  
 English Level 1: Unit 03-02  
 English Level 1: Unit 03-03  
 English Level 1: Unit 03-04  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-06  
 English Level 1: Unit 03-07  
 English Level 1: Unit 03-08  
 English Level 1: Unit 03-09



English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-07  
English Level 1: Unit 04-10  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
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English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
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English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
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English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07



English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
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English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10



English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
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English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
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English Level 3: Unit 06-02  
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English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01



English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
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English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

## GRADE LEVEL EXPECTATION

- 3.1.1b. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will select topics appropriate to discuss in a job interview.

### Grade 12

English Level 1: Unit 01-07  
English Level 1: Unit 01-10  
English Level 1: Unit 03-08  
English Level 1: Unit 04-01  
English Level 1: Unit 04-07  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 14-09  
English Level 2: Unit 16-02



English Level 2: Unit 16-03  
 English Level 2: Unit 16-08  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 2: Unit 19-06, 19-07, 19-08  
 English Level 3: Unit 01-08  
 English Level 3: Unit 09-07  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-09

GRADE LEVEL  
 EXPECTATION

3.1.1e. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will use the appropriate register for business and friendly transactions.

**Grade 12**

English Level 1: Unit 03-08  
 English Level 1: Unit 04-03  
 English Level 1: Unit 05-01  
 English Level 1: Unit 06-11  
 English Level 2: Unit 10-02  
 English Level 2: Unit 19-03, 19-04, 19-05  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03

GRADE LEVEL  
 EXPECTATION

3.1.1f. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will prepare and deliver a short persuasive presentation to different audiences.



**Grade 12**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1g. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write a dialogue incorporating idioms or slang.

**Grade 12**

English Level 1: Unit 04-10  
English Level 2: Unit 09-04  
English Level 2: Unit 11-01  
English Level 2: Unit 12-06  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 3: Unit 01-04  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 04-09  
English Level 3: Unit 05-02  
English Level 3: Unit 05-04  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 11-01

GRADE LEVEL  
EXPECTATION

- 3.1.1h. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will write business and personal letters.

**Grade 12**

English Level 3: Unit 03-01  
English Level 3: Unit 04-03

GRADE LEVEL  
EXPECTATION

- 3.1.1i. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a commercial using an appropriate language style for the product.

**Grade 12**

English Level 3: Unit 01-05  
English Level 3: Unit 04-04

GRADE LEVEL  
EXPECTATION

- 3.1.1j. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when



it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will create a cartoon or comic book.

## Grade 12

English Level 2: Unit 17-07, 17-08

English Level 3: Unit 11-01

## GRADE LEVEL EXPECTATION

- 3.1.1k. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party).

## Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07



English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
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English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09



English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
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English Level 2: Unit 13-01  
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English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
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English Level 2: Unit 14-03  
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English Level 2: Unit 14-07  
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English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
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English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
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English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04



English Level 3: Unit 01-05  
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English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03  
English Level 3: Unit 12-04  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-07  
English Level 3: Unit 12-08  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

- 3.1.1n. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will advise peers on appropriate language use.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-06  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-08  
English Level 1: Unit 06-04  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-09  
English Level 1: Unit 07-11  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-07  
English Level 1: Unit 08-11  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 15-03  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03



English Level 2: Unit 16-04  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-09  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-06  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-03  
English Level 3: Unit 08-06  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-05  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-02  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05



English Level 3: Unit 12-01  
English Level 3: Unit 12-03  
English Level 3: Unit 12-05  
English Level 3: Unit 12-06  
English Level 3: Unit 12-09  
English Level 3: Unit 12-10

GRADE LEVEL  
EXPECTATION

3.1.1p. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
Students will interact with an adult in a formal and informal setting.

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08



English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10



English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05



English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
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English Level 3: Unit 05-01  
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English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07



English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1q. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will role play a telephone conversation with an adult.

**Grade 12**

English Level 1: Unit 02-06  
 English Level 1: Unit 04-04  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-02  
 English Level 3: Unit 07-04

**GRADE LEVEL  
 EXPECTATION**

3.1.1r. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will make polite requests.

**Grade 12**

English Level 1: Unit 01-07  
 English Level 1: Unit 01-10  
 English Level 1: Unit 03-05  
 English Level 1: Unit 03-09  
 English Level 1: Unit 04-01  
 English Level 1: Unit 04-08  
 English Level 1: Unit 05-01  
 English Level 1: Unit 05-02  
 English Level 1: Unit 05-05  
 English Level 1: Unit 06-01  
 English Level 1: Unit 06-09



English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-06  
English Level 1: Unit 07-10  
English Level 1: Unit 08-07  
English Level 2: Unit 09-02  
English Level 2: Unit 09-10  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 11-01  
English Level 2: Unit 12-01  
English Level 2: Unit 12-08  
English Level 2: Unit 13-03  
English Level 2: Unit 13-08  
English Level 3: Unit 01-10  
English Level 3: Unit 02-03

GRADE LEVEL  
EXPECTATION

- 3.1.1s. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.
- Students will use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports).

**Grade 12**

English Level 1: Unit 01-01  
English Level 1: Unit 01-02  
English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07



English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
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English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09



English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
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English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10  
English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
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English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
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English Level 3: Unit 02-05  
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English Level 3: Unit 03-01  
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English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
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English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
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English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
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English Level 3: Unit 06-07  
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English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02



English Level 3: Unit 08-03  
 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
 English Level 3: Unit 08-06  
 English Level 3: Unit 09-01  
 English Level 3: Unit 09-02  
 English Level 3: Unit 09-03  
 English Level 3: Unit 09-04  
 English Level 3: Unit 09-05  
 English Level 3: Unit 09-06  
 English Level 3: Unit 09-07  
 English Level 3: Unit 09-08  
 English Level 3: Unit 09-09  
 English Level 3: Unit 10-01  
 English Level 3: Unit 10-02  
 English Level 3: Unit 10-03  
 English Level 3: Unit 10-04  
 English Level 3: Unit 10-05  
 English Level 3: Unit 10-06  
 English Level 3: Unit 10-07  
 English Level 3: Unit 10-08  
 English Level 3: Unit 10-09  
 English Level 3: Unit 10-10  
 English Level 3: Unit 11-01  
 English Level 3: Unit 11-02  
 English Level 3: Unit 11-03  
 English Level 3: Unit 11-04  
 English Level 3: Unit 11-05  
 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
 English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1t. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will write a letter or e-mail message to an adult or a peer using appropriate language forms.

**Grade 12**

English Level 3: Unit 03-01  
 English Level 3: Unit 04-03

**GRADE LEVEL  
 EXPECTATION**

3.1.1u. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

**Grade 12**

English Level 1: Unit 01-01  
 English Level 1: Unit 01-02



English Level 1: Unit 01-03  
English Level 1: Unit 01-04  
English Level 1: Unit 01-05  
English Level 1: Unit 01-06  
English Level 1: Unit 01-07  
English Level 1: Unit 01-08  
English Level 1: Unit 01-09  
English Level 1: Unit 01-10  
English Level 1: Unit 02-01  
English Level 1: Unit 02-02  
English Level 1: Unit 02-03  
English Level 1: Unit 02-04  
English Level 1: Unit 02-05  
English Level 1: Unit 02-06  
English Level 1: Unit 02-07  
English Level 1: Unit 02-08  
English Level 1: Unit 02-09  
English Level 1: Unit 02-10  
English Level 1: Unit 03-01  
English Level 1: Unit 03-02  
English Level 1: Unit 03-03  
English Level 1: Unit 03-04  
English Level 1: Unit 03-05  
English Level 1: Unit 03-06  
English Level 1: Unit 03-07  
English Level 1: Unit 03-08  
English Level 1: Unit 03-09  
English Level 1: Unit 03-10  
English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06



English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02  
English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
English Level 2: Unit 12-06  
English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
English Level 2: Unit 13-06  
English Level 2: Unit 13-07  
English Level 2: Unit 13-08  
English Level 2: Unit 13-09  
English Level 2: Unit 13-10



English Level 2: Unit 14-01  
English Level 2: Unit 14-02  
English Level 2: Unit 14-03  
English Level 2: Unit 14-04  
English Level 2: Unit 14-05  
English Level 2: Unit 14-06  
English Level 2: Unit 14-07  
English Level 2: Unit 14-08  
English Level 2: Unit 14-09  
English Level 2: Unit 14-10  
English Level 2: Unit 15-01  
English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
English Level 2: Unit 15-07  
English Level 2: Unit 15-08  
English Level 2: Unit 15-09  
English Level 2: Unit 15-10  
English Level 2: Unit 16-01  
English Level 2: Unit 16-02  
English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08  
English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
English Level 2: Unit 17-01, 17-02, 17-03  
English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
English Level 3: Unit 03-01  
English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
English Level 3: Unit 03-04  
English Level 3: Unit 03-05  
English Level 3: Unit 03-06  
English Level 3: Unit 03-07  
English Level 3: Unit 03-08  
English Level 3: Unit 04-01



English Level 3: Unit 04-02  
English Level 3: Unit 04-03  
English Level 3: Unit 04-04  
English Level 3: Unit 04-05  
English Level 3: Unit 04-06  
English Level 3: Unit 04-07  
English Level 3: Unit 04-08  
English Level 3: Unit 04-09  
English Level 3: Unit 04-10  
English Level 3: Unit 05-01  
English Level 3: Unit 05-02  
English Level 3: Unit 05-03  
English Level 3: Unit 05-04  
English Level 3: Unit 05-05  
English Level 3: Unit 05-06  
English Level 3: Unit 05-07  
English Level 3: Unit 06-01  
English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
English Level 3: Unit 06-06  
English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05  
English Level 3: Unit 07-06  
English Level 3: Unit 07-07  
English Level 3: Unit 07-08  
English Level 3: Unit 07-09  
English Level 3: Unit 07-10  
English Level 3: Unit 08-01  
English Level 3: Unit 08-02  
English Level 3: Unit 08-03  
English Level 3: Unit 08-04  
English Level 3: Unit 08-05  
English Level 3: Unit 08-06  
English Level 3: Unit 09-01  
English Level 3: Unit 09-02  
English Level 3: Unit 09-03  
English Level 3: Unit 09-04  
English Level 3: Unit 09-05  
English Level 3: Unit 09-06  
English Level 3: Unit 09-07  
English Level 3: Unit 09-08  
English Level 3: Unit 09-09  
English Level 3: Unit 10-01  
English Level 3: Unit 10-02  
English Level 3: Unit 10-03  
English Level 3: Unit 10-04  
English Level 3: Unit 10-05  
English Level 3: Unit 10-06  
English Level 3: Unit 10-07  
English Level 3: Unit 10-08  
English Level 3: Unit 10-09  
English Level 3: Unit 10-10  
English Level 3: Unit 11-01  
English Level 3: Unit 11-02  
English Level 3: Unit 11-03  
English Level 3: Unit 11-04  
English Level 3: Unit 11-05  
English Level 3: Unit 12-01  
English Level 3: Unit 12-02  
English Level 3: Unit 12-03



English Level 3: Unit 12-04  
 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.1.1v. HI.3.1. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.  
 3.1.1. - Descriptors: using the appropriate degree of formality with different audiences and settings; recognizing and using standard English and vernacular dialects appropriately; using a variety of writing styles appropriate for different audiences, purposes, and settings; responding to and using slang appropriately; responding to and using idioms appropriately; responding to and using humor appropriately; determining when it is appropriate to use a language other than English; determining appropriate topics for interaction.  
 Students will greet and take leave appropriately in a variety of settings.

**Grade 12**

English Level 1: Unit 06-07  
 English Level 2: Unit 09-04  
 English Level 2: Unit 10-02  
 English Level 2: Unit 10-10  
 English Level 3: Unit 02-05  
 English Level 3: Unit 11-04

**GRADE LEVEL  
 EXPECTATION**

3.2.1a. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare body language norms among various cultures represented in the classroom or community.

**Grade 12**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1b. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will compare gestures and body language acceptable in formal and informal settings.

**Grade 12**

English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

**GRADE LEVEL  
 EXPECTATION**

3.2.1c. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will identify nonverbal cues that cause misunderstanding.



**Grade 12**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1e. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will determine the appropriate distance to maintain while standing near someone, depending on the situation.

**Grade 12**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 13-06  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1f. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will maintain appropriate level of eye contact with audience while giving an oral presentation.

**Grade 12**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1g. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will demonstrate in a role play two aspects of body language common to one's own culture.

**Grade 12**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

GRADE LEVEL  
EXPECTATION

- 3.2.1h. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
Students will analyze nonverbal behavior.

**Grade 12**

English Level 1: Unit 05-10



English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1i. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will describe intent by focusing on a person's nonverbal behavior.

**Grade 12**  
 English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1j. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will add gestures to correspond to a dialogue in a play.

**Grade 12**  
 English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1k. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will respond appropriately to a teacher's gesture.

**Grade 12**  
 English Level 1: Unit 05-10  
 English Level 2: Unit 10-07  
 English Level 2: Unit 11-01  
 English Level 2: Unit 11-04  
 English Level 2: Unit 13-06  
 English Level 2: Unit 15-03

GRADE LEVEL  
 EXPECTATION

- 3.2.1l. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.  
 3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.  
 Students will obtain a teacher's attention in an appropriate manner.

**Grade 12**  
 English Level 2: Unit 13-06

GRADE LEVEL  
 EXPECTATION

- 3.2.1m. HI.3.2. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.



3.2.1. - Descriptors: interpreting and responding appropriately to nonverbal cues and body language; demonstrating knowledge of acceptable nonverbal classroom behaviors; using acceptable tone, volume, stress, and intonation, in various social settings; recognizing and adjusting behavior in response to nonverbal cues.

Students will use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater.

## Grade 12

English Level 2: Unit 09-08

English Level 2: Unit 11-01

### GRADE LEVEL EXPECTATION

- 3.3.1a. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will evaluate different types of communication for effectiveness in making one's point.

## Grade 12

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

### GRADE LEVEL EXPECTATION

- 3.3.1c. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.
- Students will model behavior and language use of others in different situations and settings.

## Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10



English Level 1: Unit 04-01  
English Level 1: Unit 04-02  
English Level 1: Unit 04-03  
English Level 1: Unit 04-04  
English Level 1: Unit 04-05  
English Level 1: Unit 04-06  
English Level 1: Unit 04-07  
English Level 1: Unit 04-08  
English Level 1: Unit 04-09  
English Level 1: Unit 04-10  
English Level 1: Unit 05-01  
English Level 1: Unit 05-02  
English Level 1: Unit 05-03  
English Level 1: Unit 05-04  
English Level 1: Unit 05-05  
English Level 1: Unit 05-06  
English Level 1: Unit 05-07  
English Level 1: Unit 05-08  
English Level 1: Unit 05-09  
English Level 1: Unit 05-10  
English Level 1: Unit 05-11  
English Level 1: Unit 06-01  
English Level 1: Unit 06-02  
English Level 1: Unit 06-03  
English Level 1: Unit 06-04  
English Level 1: Unit 06-05  
English Level 1: Unit 06-06  
English Level 1: Unit 06-07  
English Level 1: Unit 06-08  
English Level 1: Unit 06-09  
English Level 1: Unit 06-10  
English Level 1: Unit 06-11  
English Level 1: Unit 07-01  
English Level 1: Unit 07-02  
English Level 1: Unit 07-03  
English Level 1: Unit 07-04  
English Level 1: Unit 07-05  
English Level 1: Unit 07-06  
English Level 1: Unit 07-07  
English Level 1: Unit 07-08  
English Level 1: Unit 07-09  
English Level 1: Unit 07-10  
English Level 1: Unit 07-11  
English Level 1: Unit 08-01  
English Level 1: Unit 08-02  
English Level 1: Unit 08-03  
English Level 1: Unit 08-04  
English Level 1: Unit 08-05  
English Level 1: Unit 08-06  
English Level 1: Unit 08-07  
English Level 1: Unit 08-08  
English Level 1: Unit 08-09  
English Level 1: Unit 08-10  
English Level 1: Unit 08-11  
English Level 2: Unit 09-01  
English Level 2: Unit 09-02  
English Level 2: Unit 09-03  
English Level 2: Unit 09-04  
English Level 2: Unit 09-05  
English Level 2: Unit 09-06  
English Level 2: Unit 09-07  
English Level 2: Unit 09-08  
English Level 2: Unit 09-09  
English Level 2: Unit 09-10  
English Level 2: Unit 10-01  
English Level 2: Unit 10-02



English Level 2: Unit 10-03  
English Level 2: Unit 10-04  
English Level 2: Unit 10-05  
English Level 2: Unit 10-06  
English Level 2: Unit 10-07  
English Level 2: Unit 10-08  
English Level 2: Unit 10-09  
English Level 2: Unit 10-10  
English Level 2: Unit 11-01  
English Level 2: Unit 11-02  
English Level 2: Unit 11-03  
English Level 2: Unit 11-04  
English Level 2: Unit 11-05  
English Level 2: Unit 11-06  
English Level 2: Unit 11-07  
English Level 2: Unit 11-08  
English Level 2: Unit 11-09  
English Level 2: Unit 11-10  
English Level 2: Unit 12-01  
English Level 2: Unit 12-02  
English Level 2: Unit 12-03  
English Level 2: Unit 12-04  
English Level 2: Unit 12-05  
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English Level 2: Unit 12-07  
English Level 2: Unit 12-08  
English Level 2: Unit 12-09  
English Level 2: Unit 12-10  
English Level 2: Unit 13-01  
English Level 2: Unit 13-02  
English Level 2: Unit 13-03  
English Level 2: Unit 13-04  
English Level 2: Unit 13-05  
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English Level 2: Unit 14-03  
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English Level 2: Unit 15-02  
English Level 2: Unit 15-03  
English Level 2: Unit 15-04  
English Level 2: Unit 15-05  
English Level 2: Unit 15-06  
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English Level 2: Unit 15-10  
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English Level 2: Unit 16-03  
English Level 2: Unit 16-04  
English Level 2: Unit 16-05  
English Level 2: Unit 16-06  
English Level 2: Unit 16-07  
English Level 2: Unit 16-08



English Level 2: Unit 16-09  
English Level 2: Unit 16-10  
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English Level 2: Unit 17-04, 17-05, 17-06  
English Level 2: Unit 17-07, 17-08  
English Level 2: Unit 17-09, 17-10  
English Level 2: Unit 18-01, 18-02, 18-03  
English Level 2: Unit 18-04, 18-05, 18-06  
English Level 2: Unit 18-07, 18-08, 18-09  
English Level 2: Unit 18-10, 19-01, 19-02  
English Level 2: Unit 19-03, 19-04, 19-05  
English Level 2: Unit 19-06, 19-07, 19-08  
English Level 2: Unit 19-09, 19-10  
English Level 3: Unit 01-01  
English Level 3: Unit 01-02  
English Level 3: Unit 01-03  
English Level 3: Unit 01-04  
English Level 3: Unit 01-05  
English Level 3: Unit 01-06  
English Level 3: Unit 01-07  
English Level 3: Unit 01-08  
English Level 3: Unit 01-09  
English Level 3: Unit 01-10  
English Level 3: Unit 02-01  
English Level 3: Unit 02-02  
English Level 3: Unit 02-03  
English Level 3: Unit 02-04  
English Level 3: Unit 02-05  
English Level 3: Unit 02-06  
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English Level 3: Unit 03-02  
English Level 3: Unit 03-03  
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English Level 3: Unit 04-01  
English Level 3: Unit 04-02  
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English Level 3: Unit 04-10  
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English Level 3: Unit 06-02  
English Level 3: Unit 06-03  
English Level 3: Unit 06-04  
English Level 3: Unit 06-05  
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English Level 3: Unit 06-07  
English Level 3: Unit 07-01  
English Level 3: Unit 07-02  
English Level 3: Unit 07-03  
English Level 3: Unit 07-04  
English Level 3: Unit 07-05



English Level 3: Unit 07-06  
 English Level 3: Unit 07-07  
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 English Level 3: Unit 08-01  
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 English Level 3: Unit 08-04  
 English Level 3: Unit 08-05  
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 English Level 3: Unit 12-01  
 English Level 3: Unit 12-02  
 English Level 3: Unit 12-03  
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 English Level 3: Unit 12-05  
 English Level 3: Unit 12-06  
 English Level 3: Unit 12-07  
 English Level 3: Unit 12-08  
 English Level 3: Unit 12-09  
 English Level 3: Unit 12-10

**GRADE LEVEL  
 EXPECTATION**

3.3.1e. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
 Students will evaluate behaviors in different situations.

**Grade 12**

English Level 2: Unit 13-06

**GRADE LEVEL  
 EXPECTATION**

3.3.1f. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
 3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.



Students will observe language use and behaviors of peers in different settings.

**Grade 12**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1g. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will rehearse different ways of speaking according to the formality of the setting.

**Grade 12**

English Level 2: Unit 13-06

GRADE LEVEL  
EXPECTATION

- 3.3.1h. HI.3.3. - National TESOL Standard: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.  
3.3.1. - Descriptors: observing and modeling how others speak and behave in a particular situation or setting; experimenting with variations of language in social and academic settings; seeking information about appropriate language use and behavior; self-monitoring and self-evaluating language use according to setting and audience; analyzing the social context to determine appropriate language use; rehearsing variations for language in different social and academic settings; deciding when use of slang is appropriate.  
Students will test appropriate use of newly acquired gestures and language.

**Grade 12**

English Level 1: Unit 05-10  
English Level 2: Unit 10-07  
English Level 2: Unit 11-01  
English Level 2: Unit 11-04  
English Level 2: Unit 15-03

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