

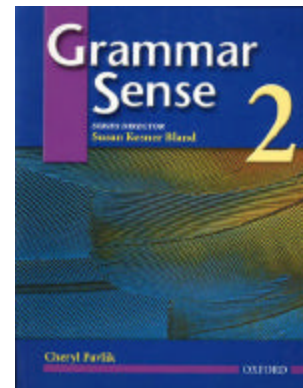
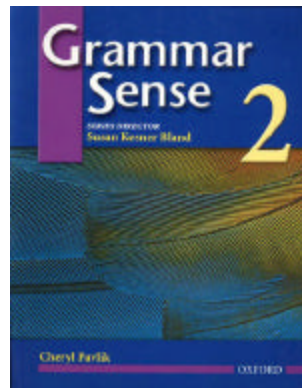
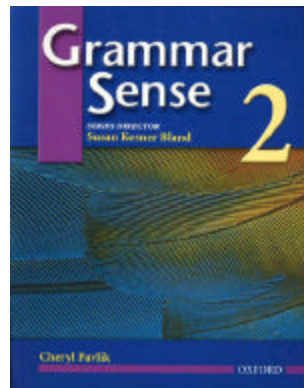
Grammar Sense

Book 2

Oxford University Press

correlated to

CASAS
Comprehensive Adult Student Assessment System



Grammar Sense
Student Book 2
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NOTE: Grammar Sense supports the wide range of language skills needed to perform the life skills presented by the CASAS standards. However, in some areas, it was difficult to assess what exact grammar skill would be needed to perform a particular life skill task as there were just too many possibilities. In such instances, the standard was left blank, thus open for interpretation by teacher.

| CASAS Competency List | Grammar Sense Book 2 |
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| 0. BASIC COMMUNICATION | |
| 0.1 Communicate in interpersonal interactions | |
| 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking) | Beyond scope of text. |
| 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission) | e.g., 14, 21, 25, 35, 39, 54, 60, 99, 103, 121 |
| 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate) | e.g., 166, 189, 192, 196-196, 211-213, 234, 275 |
| 0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret) | Teacher can expand on exercises in text to address standard, e.g., 376. |
| 0.1.5 Identify or use appropriate classroom behavior | Beyond scope of text. |
| 0.1.6 Clarify or request clarification | e.g., 13, 25, 54, 75, 99, 103, 122, 128, 166, 217, 268 |
| 0.2 Communicate regarding personal information | |
| 0.2.1 Respond appropriately to common personal information questions | e.g., 40, 66, 99, 166, 196, 235, 312, 355 |
| 0.2.2 Complete a personal information form | Teacher can adapt writing exercises in text, e.g., 44, 108, 124, 152, 176, 220, 254, 316, and 394. |
| 0.2.3 Interpret or write a personal note, invitation, or letter | Text can be used as a foundation, e.g., 376. |
| 0.2.4 Converse about daily and leisure activities and personal interests | General speaking and discussion activities in text will support standard, e.g., 14, 66, 99, 123, 166, 196, 212, 251, and 295. |

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| 1. CONSUMER ECONOMICS | |
| 1.1 Use weights, measures, measurement scales, and money | |
| 1.1.1 Interpret recipes | e.g., 28, 268, 413 |
| 1.1.2 Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4) | Beyond scope of text. |
| 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5) | Beyond scope of text. |
| 1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5) | Teacher can supplement text with exercises to address standard, e.g., 28, 268, and 413. |
| 1.1.5 Interpret temperatures (see also 6.6.4) | Teacher can expand on topic to address standard, e.g., 88. |
| 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5) | e.g., 382-383 |
| 1.1.7 Identify product containers and interpret weight and volume | Teacher can supplement text with exercises to address standard, e.g., 28, 268, and 413. |
| 1.1.8 Compute averages (see also 6.7.5) | Beyond scope of text. |
| 1.1.9 Interpret clothing and pattern sizes and use height and weight tables | Beyond scope of text. |
| 1.2 Apply principles of comparison shopping in the selection of goods and services | |
| 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and service | Teacher can expand on exercises in text to address standard, e.g., 280, 298, 316, and 364. |
| 1.2.2 Compare price or quality to determine the best buys for goods and services 1.2.3 Compute discounts (see also 6.4.1) 1.2.4 Compute unit pricing 1.2.5 Interpret letters, articles, and information about consumer-related topics | Beyond scope of text. |
| 1.3 Understand methods and procedures used to purchase goods and services | |
| 1.3.1 Compare different methods used to purchase goods and services 1.3.2 Interpret credit applications and recognize how to use and maintain credit 1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges | Beyond scope of text. |
| 1.3.4 Use catalogs, order forms, and related information to purchase goods and services | Teacher can supplement assignments with exercises to address standard, e.g., 302. |

| 1.3 Understand methods and procedures used to purchase goods and services, cont. | |
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| 1.3.5 Use coupons to purchase goods and services 1.3.6 Use coin-operated machines 1.3.7 Interpret information or directions to locate merchandise (see also 2.5.4) | Beyond scope of text. |
| 1.3.8 Identify common food items | Teacher can adapt recipes in text to address standard, e.g., 28, 268, 413. |
| 1.3.9 Identify common articles of clothing | Teacher can supplement text with exercises that include catalogs, e.g., 302, 316. |
| 1.4 Understand methods and procedures to obtain housing and related services | |
| 1.4.1 Identify different kinds of housing, areas of the home, and common household items | Beyond scope of text. |
| 1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information | Students can address standard through various advanced reading assignments, e.g., 16, 88, 136, 152, and 176. |
| 1.4.3 Interpret lease and rental agreements 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities 1.4.5 Interpret information about tenant and landlord rights 1.4.6 Interpret information about housing loans and home-related insurance | Beyond scope of text. |
| 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4) | Teacher can use communication exercises to address standard, e.g., 10, 14, 25, 35, 64, 75, and 96. |
| 1.4.8 Recognize home theft and fire prevention measures | Beyond scope of text. |
| 1.5 Apply principles of budgeting in the management of money | |
| 1.5.1 Interpret information about personal and family budgets | Teacher can expand on exercises in text that incorporate step building activities, e.g., 422. |
| 1.5.2 Plan for major purchases (see also 1.5.1) | Teacher can supplement text with activities that address standard (e.g. 302-303, 312, 316). |
| 1.5.3 Interpret bills (see also 2.1.4) | Teacher can develop exercises that address standard (e.g., 392, 422). |
| 1.6 Understand consumer protection measures | |
| 1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1) | Beyond scope of text. |
| 1.6.2 Identify consumer protection resources available when confronted with fraudulent practices | Teacher can use advanced writing assignments to address standard (e.g., 258, 280). |
| 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory | Teacher can use advanced writing assignments to address standard (e.g., 258, 280). |
| 1.6.4 Check sales receipts | Beyond scope of text. |

| 1.7 Understand procedures for the care, maintenance, and use of personal possessions | |
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| 1.7.1 Interpret product guarantees and warranties | Beyond scope of text. |
| 1.7.2 Interpret clothing care labels | Beyond scope of text. |
| 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1) | Skills developed in text aid students in interpreting data and reading instructions. |
| 1.7.4 Interpret maintenance procedures for household appliances and personal possessions | Basic skills in text support standard. |
| 1.7.5 Interpret information to obtain repairs | Reading skills developed in text support standard. |
| 1.8 Use banking and financial services in the community | |
| 1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks 1.8.3 Interpret interest or interest-earning savings plans 1.8.4 Interpret information about the types of loans available through lending institutions 1.8.5 Interpret information on financial agencies and financial planning | Beyond scope of text. |
| 1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations | |
| 1.9.1 Interpret highway and traffic signs (see also 2.2.2) | Teacher can expand on text assignments to address standard, e.g., 216-217. |
| 1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7) | Text provides basic reading skills to meet standard. |
| 1.9.3 Compute mileage and gasoline consumption | Beyond scope of text. |
| 1.9.4 Interpret maps related to driving (see also 1.13, 2.2.1, 2.2.5) | Beyond scope of text. |
| 1.9.5 Interpret information related to the selection and purchase of a car | Reading comprehension skills in text support standard. |
| 1.9.6 Interpret information related to automobile maintenance | General reading comprehension skills in text support standard. |
| 1.9.7 Recognize what to do in case of automobile emergencies | Teacher should supplement text with relevant materials. |
| 1.9.8 Interpret information about automobile insurance | Basic reading skills throughout text support standard. |

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| 2. COMMUNITY RESOURCES | |
| 2.1 Use the telephone and telephone book | |
| 2.1.1 Use the telephone directory and related publications to locate information | Teacher can expand on text and supplement relevant materials. |
| 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1) | Teacher can build on prior standard. |
| 2.1.3 Interpret information about time zones (see also 2.3.1) | Beyond scope of text. |
| 2.1.4 Interpret telephone billings | |
| 2.1.5 Interpret telegram rates and procedures | |
| 2.1.6 Interpret information about using a pay telephone | Basic reading skills in text support standard. |
| 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4) | Beyond scope of text. |
| 2.1.8 Use the telephone to make and receive routine personal and business calls | Beyond scope of text. |
| 2.2 Understand how to locate and use different types of transportation and interpret related travel information | |
| 2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5) | Teacher can supplement text to address standard, e.g., 189. |
| 2.2.2 Recognize and use signs related to transportation (see also 1.9.1) | e.g., 216-217 |
| 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information | e.g., 216-217 |
| 2.2.4 Interpret transportation schedules and fares | Beyond scope of text. |
| 2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1) | Beyond scope of text. |
| 2.3 Understand concepts of time and weather | |
| 2.3.1 Interpret clock time (see also 2.1.3, 6.6.6) | Beyond scope of text. |
| 2.3.2 Identify the months of the year and the days of the week | Teacher can develop lessons with extensions to text. |
| 2.3.3 Interpret information about weather conditions | Teacher can supplement text with assignments to address standard, e.g., 88. |

| 2.4 Use postal services | |
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| 2.4.1 Address letters and envelopes | Teacher can develop lessons to expand on text. |
| 2.4.2 Interpret postal rates and types of mailing services | Beyond scope of text. |
| 2.4.3 Interpret postal service forms and instructions on returned mail | |
| 2.4.4 Purchase stamps and other postal items and services | |
| 2.4.5 Interpret procedures for tracing a lost letter or parcel | |
| 2.4.6 Interpret a postal money order form | |
| 2.5 Use community agencies and services | |
| 2.5.1 Locate and utilize services of agencies that provide emergency help | Beyond scope of text. |
| 2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers | |
| 2.5.3 Locate medical and health facilities in the community 3.2 (see also 3.1.3) | |
| 2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7) | Teacher can develop lessons with extensions to text, e.g., 216-217. |
| 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications | Teacher can expand on writing assignments in text to address standard, e.g., 220, 258, 280. |
| 2.5.6 Use library resources | Beyond scope of text. |
| 2.5.7 Interpret permit and license requirements (see also 1.9.2) | Beyond scope of text. |
| 2.5.8 (unassigned) | |
| 2.5.9 Identify child care services in the community (see also 3.5.7) | Beyond scope of text. |
| 2.6 Use leisure time resources and facilities | |
| 2.6.1 Interpret information about recreational and entertainment facilities and activities | Teacher can use text as foundation and supplement relevant materials. |
| 2.6.2 Locate information in TV, movie and other recreational listings | Text provides basic skills to address standard. |
| 2.6.3 Interpret information in order to plan for outings and vacations | Teacher can use text as foundation and expand on text. |
| 2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs | Beyond scope of text. |

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| 2.7 Understand aspects of society and culture | |
| 2.7.1 Interpret information about holidays | Teacher should supplement text. |
| 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups | Students can learn skills through research assignments developed by instructor. |
| 2.7.3 Interpret information about social issues (see also 2.7.2) | Teacher can develop lessons to address standard. |
| 2.7.4 Interpret information about religion | Teacher can provide supplements to text. |
| 2.7.5 Interpret literary materials such as poetry and literature | Teacher can use text as foundation and supplement text with relevant materials. |
| 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film | Teacher can develop lessons with extensions to text. |
| 3. HEALTH | |
| 3.1 Understand how to access and use the health care system | |
| 3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions | Teacher can use descriptive exercise to address standard, e.g., 312. |
| 3.1.2 Identify information necessary to make or keep medical and dental appointments | Teacher should expand on text. |
| 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3) | Beyond scope of text. |
| 3.2 Understand medical and dental forms and related information | |
| 3.2.1 Fill out medical health history forms 3.2.2 Interpret immunization requirements 3.2.3 Interpret information associated with medical, dental, or life insurance 3.2.4 Ask for clarification about medical bills | Beyond scope of text. |
| 3.3 Understand how to select and use medications | |
| 3.3.1 Identify and use necessary medications (see also 3.3.2, 3.3.3) 3.3.2 Interpret medicine labels (see also 3.3.1, 3.4.1) 3.3.3 Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1) | Beyond scope of text. |

| 3.4 Understand basic health and safety procedures | |
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| 3.4.1 Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2) | Reading comprehension skills in text support standard. |
| 3.4.2 Identify safety measures that can prevent accidents and injuries 3.4.3 Interpret procedures for simple first aid 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.1.1) 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained | Beyond scope of text. |
| 3.5 Understand basic principles of health maintenance | |
| 3.5.1 Interpret nutritional and related information listed on food labels (see also 1.6.1) | Text provides basic skills to meet standard. |
| 3.5.2 Select a balanced diet 3.5.3 Interpret food storage information 3.5.4 Identify practices that promote dental health 3.5.5 Identify practices that promote cleanliness and hygiene 3.5.6 Interpret information and identify agencies that assist with family planning (see also 2.5.3, 3.1.3) 3.5.7 Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9) 3.5.8 Identify practices that promote mental well-being 3.5.9 Identify practices that promote physical well-being | Beyond scope of text. |

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| 4. EMPLOYMENT | |
| 4.1 Understand basic principles of getting a job | |
| 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2) | Beyond scope of text. |
| 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application | Beyond scope of text. |
| 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads and announcements, and about the workforce and job market | Teacher can expand on assignments within text to address standard, e.g., 220. |
| 4.1.4 Identify and use information about training opportunities (see also 2.5.5) | Beyond scope of text. |
| 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses | Teacher can expand on assignments within text to address standard, e.g., 220. |
| 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift) | Beyond scope of text. |
| 4.1.7 Identify appropriate behavior and attitudes for getting a job | |
| 4.1.8 Identify common occupations and the skills and education required for them | |
| 4.1.9 Identify procedures for career planning, including self-assessment | |
| 4.2 Understand wages, benefits, and concepts of employee organizations | |
| 4.2.1 Interpret wages, wage deductions, benefits and timekeeping forms | Beyond scope of text. |
| 4.2.2 Interpret information about employee organizations | |
| 4.2.3 Interpret employment contracts and union agreements | |
| 4.2.4 Interpret employee handbooks, personnel policies, and job manuals | |
| 4.3 Understand work-related safety standards and procedures | |
| 4.3.1 Interpret safety signs found in the workplace (see also 3.4.1) | Basic reading skills in text can aid students in meeting standard, e.g., 224-225, 240-241, and 346-347. |
| 4.3.2 Interpret work safety manuals and related information | Text provides basic reading skills to support standard. |
| 4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire | Beyond scope of text. |
| 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages | Beyond scope of text. |

| 4.4 Understand materials and concepts related to job performance and training | |
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| <p>4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement</p> <p>4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)</p> <p>4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)</p> <p>4.4.5 Identify job training needs and set learning goals</p> <p>4.4.6 Interpret work specifications and quality standards</p> <p>4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another</p> <p>4.4.8 Interpret job-related technical information, such as from service manuals and training classes</p> | Beyond scope of text. |
| 4.5 Effectively utilize common workplace technology and systems | |
| <p>4.5.1 Identify common tools, equipment, machines, and materials required for one's job</p> <p>4.5.2 Demonstrate simple keyboarding skills</p> <p>4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)</p> <p>4.5.4 Demonstrate use of common business machines (see also 2.1.7, 2.1.8)</p> | Beyond scope of text. |
| <p>4.5.5 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts</p> | Teacher can supplement advanced assignments to address standard (e.g., 68, 88, 108, 176). |
| <p>4.5.6 Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system</p> | Teacher can supplement advanced assignments to address standard (e.g., 68, 88, 108, 176). |
| <p>4.5.7 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures</p> | Beyond scope of text. |

| 4.6 Communicate effectively in the workplace | |
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| 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism | Teacher can develop writing assignments to address standard. |
| 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3) | e.g., 220 |
| 4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3) | e.g., 220 |
| 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4) | Teacher can supplement text with various writing assignments, e.g., 220. |
| 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing | Teacher can expand on lessons in text to address standard, e.g., 220. |
| 4.7 Effectively manage workplace resources | |
| 4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue 4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records | Beyond scope of text. |
| 4.8 Demonstrate effectiveness in working with other people | |
| 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals | Teacher can use communication exercises to address standard, e.g., 152, 176, 198, 220. |
| 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills | Teacher can use communication exercises to address standard, e.g., 152, 176, 198, 220. |
| 4.8.3 Demonstrate effective communication skills in working with customers and clients | Teacher can supplement text with exercises to address standard. |

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| 4.8 Demonstrate effectiveness in working with other people, cont. | |
| <p>4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers</p> <p>4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies</p> <p>4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises</p> <p>4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups</p> | Beyond scope of text. |
| 4.9 Understand how social, organizational and technological systems work, and operate effectively within them | |
| <p>4.9.1 Identify the formal organizational structure of one's work environment</p> <p>4.9.2 Demonstrate how a system's structures relate to its goals</p> <p>4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p>4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems</p> | Beyond scope of text. |
| 5. GOVERNMENT and LAW | |
| 5.1 Understand voting and the political process | |
| <p>5.1.1 Identify voter qualifications</p> <p>5.1.2 Interpret a voter registration form</p> <p>5.1.3 Interpret a ballot</p> <p>5.1.4 Interpret information about electoral politics and candidates</p> <p>5.1.5 Interpret information about special interest groups</p> <p>5.1.6 Communicate one's opinion on a current issue</p> | Beyond scope of text. |

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| 5.2 Understand historical and geographical information | |
| <p>5.2.1 Interpret information about U.S. history</p> <p>5.2.2 Identify or interpret U.S. historical documents</p> <p>5.2.3 Interpret information about world history</p> <p>5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest</p> <p>5.2.5 Interpret information about world geography</p> | Beyond scope of text. |
| 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice | |
| <p>5.3.1 Interpret common laws and ordinances, and legal forms and documents</p> <p>5.3.2 Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1)</p> <p>5.3.3 Interpret basic court procedures</p> <p>5.3.4 Interpret laws affecting door-to-door sales (see 1.6.2)</p> <p>5.3.5 Interpret information about traffic tickets</p> <p>5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p> <p>5.3.7 Identify common infractions and crimes, and legal consequences</p> <p>5.3.8 Identify procedures for reporting a crime</p> | Beyond scope of text. |
| 5.4 Understand information about taxes | |
| <p>5.4.1 Interpret income tax forms</p> <p>5.4.2 Compute or define sales tax</p> <p>5.4.3 Interpret tax tables (see also 5.4.1, 5.4.2)</p> <p>5.4.4 Interpret tax information from articles and publications</p> | Beyond scope of text. |

| 5.5 Understand governmental activities | |
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| 5.5.1 Interpret information about international affairs 5.5.2 Interpret information about legislative activities 5.5.3 Interpret information about judicial activities 5.5.4 Interpret information about executive activities 5.5.5 Interpret information about military activities 5.5.6 Interpret information about law enforcement activities 5.5.7 Interpret information about local policy-making groups 5.5.8 Identify local, state and federal government leaders | Beyond scope of text. |
| 5.6 Understand civic responsibilities and activities | |
| 5.6.1 Interpret information about neighborhood or community problems and their solutions | e.g., 136 |
| 5.6.2 Interpret information about civic organizations and public service groups | Beyond scope of text. |
| 5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes | Teacher can supplement text with relevant materials, e.g., 112-113. |
| 5.7 Understand environmental and science-related issues | |
| 5.7.1 Interpret information about environmental issues 5.7.2 Interpret information related to physics, including energy 5.7.3 Interpret information about earth-related sciences 5.7.4 Interpret information about new technologies and scientific issues | Beyond scope of text. |
| 5.8 Understand concepts of economics | |
| 5.8.1 Interpret economic information and statistics 5.8.2 Interpret information on economic issues and trends 5.8.3 Interpret information on world economic systems | Beyond scope of text. |

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| 6. COMPUTATION | |
| 6.0 Demonstrate pre-computation skills | |
| 6.0.1 Identify and classify numeric symbols 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing 6.0.3 Identify information needed to solve a given problem 6.0.4 Determine appropriate operation to apply to a given problem 6.0.5 Demonstrate use of a calculator | Beyond scope of text. |
| 6.1 Compute using whole numbers | |
| 6.1.1 Add whole numbers 6.1.2 Subtract whole numbers 6.1.3 Multiply whole numbers 6.1.4 Divide whole numbers 6.1.5 Perform multiple operations using whole numbers | Beyond scope of text. |
| 6.2 Compute using decimal fractions | |
| 6.2.1 Add decimal fractions 6.2.2 Subtract decimal fractions 6.2.3 Multiply decimal fractions 6.2.4 Divide decimal fractions 6.2.5 Perform multiple operations using decimal fractions 6.2.6 Convert decimal fractions to common fractions or percents | Beyond scope of text. |

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| 6.3 Compute using fractions | |
| 6.3.1 Add common or mixed fractions 6.3.2 Subtract common or mixed fractions 6.3.3 Multiply common or mixed fractions 6.3.4 Divide common or mixed fractions 6.3.5 Perform multiple operations using common or mixed fractions 6.3.6 Convert common or mixed fractions to decimal fractions or percents 6.3.7 Identify or calculate equivalent fractions | Beyond scope of text. |
| 6.4 Compute with percents, rate, ratio, or proportion | |
| 6.4.1 Apply a percent to determine amount of discount (see also 1.2.3) 6.4.2 Apply a percent in a context not involving money 6.4.3 Calculate percents 6.4.4 Convert percents to common, mixed, or decimal fractions 6.4.5 Use rate to compute increase or decrease 6.4.6 Compute using ratio or proportion (see also 6.4.5) | Beyond scope of text. |
| 6.5 Use expressions, equations, or formulas | |
| 6.5.1 Recognize and evaluate simple consumer formulas 6.5.2 Recognize and apply simple geometric formulas 6.5.3 Recognize and apply simple algebraic formulas 6.5.4 Recognize and evaluate logical statements | Beyond scope of text. |

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| 6.6 Demonstrate measurement skills (see also 1.1) | |
| 6.6.1 Convert units of U.S. standard measurement and metric system (see also 1.1.2, 1.1.4) 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles (see also 1.1.2, 1.1.4) 6.6.3 Measure area and volume of geometric shapes (see also 1.1.2, 1.1.4) 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials (see also 1.1.2, 1.1.4, 1.1.5, 4.3.3, 4.4.3) 6.6.5 Interpret diagrams, illustrations, and scale drawings (see also 1.1.4, 4.4.3) 6.6.6 Calculate with units of time 6.6.7 Solve measurement problems in stipulated situations 6.6.8 Interpret mechanical concepts or spatial relationships 6.6.9 Use or interpret switches and controls | Beyond scope of text. |
| 6.7 Interpret data from graphs and compute averages | |
| 6.7.1 Interpret data given in a line graph (see also 1.1.3) 6.7.2 Interpret data given in a bar graph (see also 1.1.3) 6.7.3 Interpret data given in a picture graph 6.7.4 Interpret data given in a circle graph (see also 1.1.3) 6.7.5 Compute averages, medians, or modes (see also 1.1.8) | Beyond scope of text. |
| 6.8 Use statistics and probability | |
| 6.8.1 Interpret statistical information used in news reports and articles 6.8.2 Interpret statements of probability | Beyond scope of text. |
| 6.9 Use estimation and mental arithmetic | |
| 6.9.1 Use computation short cuts 6.9.2 Estimate answers | Beyond scope of text. |

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| 7. LEARNING to LEARN | |
| 7.1 Identify or practice effective organizational and time management skills in accomplishing goals | |
| 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5) | Lessons can be developed to address standard. |
| 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.2) | Beyond scope of text. |
| 7.2 Demonstrate ability to use thinking skills | |
| 7.2.1 Identify and paraphrase pertinent information 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions | Beyond scope of text. |
| 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination | Teacher can use advanced writing assignments to address standard (e.g., 68, 88, 108.) |
| 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives | Beyond scope of text. |
| 7.3 Demonstrate ability to use problem solving skills | |
| 7.3.1 Identify a problem and its possible causes | Teacher can expand on text assignment to address standard, e.g., 136. |
| 7.3.2 Devise and implement a solution to an identified problem | Teacher can expand on text assignment to address standard, e.g., 136. |
| 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed | Beyond scope of text. |
| 7.3.4 Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions | Beyond scope of text. |

| 7.4 Demonstrate study skills | |
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| 7.4.1 Identify or utilize effective study strategies | Teacher can supplement text to address standard. |
| 7.4.2 Take notes or write a summary or an outline | Teacher can fulfill standard through writing assignments, e.g., 136, 152, 176, and 220. |
| 7.4.3 Identify, utilize, or create devices or processes for remembering information | Beyond scope of text. |
| 7.4.4 Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3) | Teacher can introduce available technology to address standard, e.g., 176, 220, 280, and 298. |
| 7.4.5 Use reference materials, such as dictionaries and encyclopedias | Standard can be met through advanced research assignments, e.g., 108. |
| 7.4.6 Use indexes and tables of contents | Beyond scope of text. |
| 7.4.7 Identify or utilize test-taking skills | Teacher can supplement text to address standard. |
| 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5) | Beyond scope of text. |
| 7.4.9 Identify personal learning style | Beyond scope of text. |
| 7.5 Understand aspects of and approaches to effective personal management | |
| 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem 7.5.3 Identify or use strategies to cope with negative feedback 7.5.4 Identify sources of stress, and resources for stress reduction 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems 7.5.6 Identify or use strategies for communicating more successfully 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills | Beyond scope of text. |

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| 8. INDEPENDENT LIVING SKILLS | |
| 8.1 Perform self-care skills | |
| 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5) 8.1.2 Recognize and/or demonstrate dressing skills 8.1.3 Recognize and/or demonstrate dining skills and manners 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property | Beyond scope of text. |
| 8.2 Perform home-care skills | |
| 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2) 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5) 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3) 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4) | Beyond scope of text. |
| 8.3 Use support resources to assist in maintaining independence and achieving community integration | |
| 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g. family, friends, caregivers) 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g. neighbors, contacts from human service agencies and recreation facilities) | Beyond scope of text. |