

## DynEd International, Inc.

**Course: English For Success**

**Alignment: International TESOL Standards**

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|------------------------------|--|
| <b>General Description:</b>  | <i>English for Success</i> is a multimedia course that prepares students ages 11-17 to use English in school and in school subject areas including math, science and history.  |
| <b>Age Range:</b>            | Ages 11-17   |
| <b>Proficiency Level:</b>    | Basic through Lower-Intermediate   |
| <b>Course Description:</b>   | <i>English for Success</i> consists of 10 units. Language development skills move from basic through lower-intermediate in Units 1-10. Each unit has five lessons designed to guide learners through interactive review, content presentation, and practice in various multimedia formats. |
| <b>Computer-based Tools:</b> | Speech Recognition, Multilingual Glossary, On-screen text, Help, Translation (for some languages)  |
| <b>Resources:</b>            |  |
| <b>Teacher Tools:</b>        | <b>Records Manager</b> allows teachers to monitor individual and class learning and suggests remediation.  |
| <b>Assessment:</b>           | DynEd General <b>Placement Test</b> , Records Manager, Score-based quizzes, computer-based prompting/feedback, Mastery Tests   |
| <b>Teacher Materials:</b>    | Instructor's Guide   |

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### **Goal 1: To use English to communicate in social settings**

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Below are general descriptions for each of the skill areas for students achieving Goal 1: Standards 1-3.

**Goal 1: Standard 1:** To use English to communicate in social settings: Students will use English to participate in social interactions

| <b>Descriptors</b>                                     | <b><i>English for Success</i></b>  |
|--|--|
| - sharing and requesting information                   | <b>Unit 1:</b> Describing people & things<br><b>All Units:</b> Information questions                                     |
| - expressing needs, feelings, and ideas                | <b>Unit 2:</b> Ability, Potential, & Needs   |
| - using nonverbal communication in social interactions | <b>Unit 1:</b> Introductions & Greetings<br><b>All Units:</b> Interaction with audio and visual cues                     |
| - getting personal needs met                           | <b>Unit 5:</b> Prices and Food, Making a Suggestion/Asking for Help<br><b>Unit 7:</b> Requesting & Offering Help         |
| - engaging in conversations                            | <b>All Units:</b> Voice-record/playback, <i>School-Life</i> lessons focus on conversational English in and around school |
| - conducting transactions                              | <b>Unit 5:</b> Prices and Food, Math 2: Number Types, Comparing Numbers, and Prices                                      |

**Goal 1: Standard 2:** To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment

| <b>Descriptors</b>  | <b><i>English for Success</i></b>  |
|---|--|
| - describing, reading about or participating in a favorite activity | <b>Unit 1:</b> Ability & Likes   |
| - sharing social and cultural traditions and values                 | <b>Unit 7:</b> Seasons & Activities<br><b>Unit 9:</b> Times of Life  |
| - expressing personal needs, feelings and ideas                     | <b>Unit 1:</b> Ability & Likes<br><b>Unit 2:</b> Ability, Potential, & Needs<br><b>Unit 5:</b> Making a Suggestion/Asking for Help<br><b>Unit 6:</b> Making a Suggestion |
| - participating in popular culture                                  | <b>Unit 5:</b> Prices and Food   |

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|  | <b>Unit 6:</b> Telephone Expressions<br><b>Unit 7:</b> Seasons & Activities |
|--|---|

**Goal 1: Standard 3:** To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence

| Descriptors  | <i>English for Success</i>  |
|--|---|
| - testing hypotheses about language                        | <b>All Units:</b> Score-based quizzes, Mastery Tests, <i>Language Extension</i> lessons are followed up with both comprehension questions and Grammar Focus exercises, <i>Speaking-Up</i> lessons give students the chance to practice their speaking & improve their oral fluency.   |
| - listening to and imitating how others use English        | <b>All Units:</b> Interaction with audio and visual cues, Voice-record/playback, <i>Speaking-Up</i> lessons give students the chance to practice their speaking & improve their oral fluency.   |
| - exploring alternative ways of saying things              | <b>All Units:</b> <i>Warm-Up, School-Life, Language Extension, Speaking-Up</i> with Speech Recognition. The content of each lesson will expand as a student's shuffler level increases and additional sentences and comprehension questions are added. See <b>Instructor's Guide</b> , Teaching Activities, specifically Extension, Extension & Variation |
| - focusing attention selectively                           | <b>All Units:</b> Interaction with audio and visual cues, On-screen text, Voice-record/playback   |
| - seeking support and feedback from others                 | <b>Unit 7:</b> Requesting & Offering Help.<br><b>All Units:</b> Information questions<br>See <b>Instructor's Guide</b> , Teaching Activities.   |
| - comparing nonverbal and verbal cues                      | <b>All Units:</b> Interaction with audio and visual cues  |
| - self-monitoring and self-evaluating language development | <b>All Units:</b> Voice-record/playback, Score-based quizzes, Mastery Tests   |
| - using the primary language to ask for                    | <b>All Units:</b> Translation (in bi-lingual  |

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| clarification   | versions)   |
| - learning and using language “chunks”                  | <b>All Units:</b> Interaction with audio and visual cues, Interactive tasks, Voice-record/playback  |
| - selecting different media to help understand language | <b>All Units:</b> Interaction with audio and visual cues, On-screen text, Help, Glossary, Translation (in bi-lingual versions)  |
| - practicing new language                               | <b>All Units:</b> Voice-record/playback, Interactive tasks, Score-based quizzes, Mastery Tests<br><b>See Instructor’s Guide:</b> Teaching Activities  |
| - using context to construct meaning                    | <b>All Units:</b> Interaction with audio and visual cues, <i>Warm-Up</i> lessons use pictures to present and extend the grammar and vocabulary of daily life, <i>School-Subject</i> lessons: Key vocabulary and grammar are developed and recycled in the context of each subject area. |

### Goal 2: To use English to achieve academically in all content areas

Below are general descriptions for each of the skill areas for students achieving Goal 2: Standards 1-3.

**Goal 2: Standard 1:** To use English to achieve academically in all content areas: Students will use English to interact in the classroom

| <b>Descriptors</b>   | <b><i>English for Success</i></b>   |
|--|---|
| - following oral and written directions, implicit and explicit | <b>All Units:</b> Interaction with audio and visual cues, On-screen text, Audio prompting, Interactive tasks  |
| - requesting and providing clarification                       | <b>Unit 1:</b> Describing people & things<br><b>Unit 2:</b> Schedule & Sequence, Time & Duration<br><b>Unit 5:</b> Making a Suggestion/Asking for Help<br><b>All Units:</b> Information questions |
| - participating in full class, group, and pair                 | <b>See Instructor’s Guide:</b> Teaching   |

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| discussions  | Activities  |
|--|---|
| - asking and answering questions                           | <b>Unit 1:</b> Describing people & things<br><b>Unit 2:</b> Time & Duration<br><b>All Units:</b> Information Questions  |
| - requesting information and assistance                    | <b>Unit 2:</b> Time & Duration<br><b>Unit 3:</b> Locations & Asking for Directions at School<br><b>Unit 5:</b> Making a Suggestion/Asking for Help<br><b>Unit 7:</b> Requesting & Offering Help |
| - negotiating and managing interaction to accomplish tasks | <b>Unit 3:</b> Locations & Asking for Directions at School<br><b>Unit 5:</b> Prices and Food<br><b>Unit 6:</b> Telephone Suggestions  |
| - explaining actions                                       | <b>Unit 3:</b> Occupations & Activities<br><b>Unit 6:</b> Activities at School  |
| - elaborating and extending other people's ideas and words | <b>Unit 1:</b> Describing people and things, Explanation, Adjectives, Abilities & Likes   |
| - expressing likes, dislikes, and needs                    | <b>Unit 1:</b> Ability & Likes<br><b>Unit 2:</b> Ability, Potential, & Needs  |

**Goal 2: Standard 2:** 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

| Descriptors   | <i>English for Success</i>  |
|---|---|
| - comparing and contrasting information   | <b>Unit 2:</b> Science 1: Matter, States of Matter, Energy, Ability, Potential, & Needs, Adjectives, Adverbs of frequency, Quantification, <i>Wh</i> -questions<br><b>Unit 5:</b> Math 2: Number Types, Comparing Numbers, and Prices |
| - persuading, arguing, negotiating, evaluating, and justifying                  | <b>Unit 3:</b> Purpose & Reason, can, can't<br><b>Unit 5:</b> can, can't<br><b>Unit 6:</b> Making a Suggestion<br><b>All Units:</b> Yes/No and <i>Wh</i> -questions, Information questions  |
| - listening to, speaking, reading, and writing about subject matter information | <b>All Units:</b> Interaction with audio and visual cues, On-screen Text, Voice-record/playback, <i>Speaking-Up</i> with  |

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|   | Speech Recognition<br>See <b>Instructor's Guide</b> , Teaching Activities, specifically Written Exercises and Reading Extension   |
| - gathering information orally and in writing                                       | <b>All Units:</b> On-screen text and Audio instructions throughout<br>See <b>Instructor's Guide</b> , Teaching Activities, specifically Written Exercises and Reading Extension   |
| - retelling information   | <b>Unit 1:</b> Describing people & things, Ability & Likes, Prepositions of location and direction.<br><b>All Units:</b> <i>Speaking-Up</i> with Speech Recognition   |
| - selecting, connecting, and explaining information                                 | <b>Unit 1:</b> Describing people & things<br><b>Unit 2:</b> Describing occupations, Schedule & Sequence, Time & Duration<br><b>All Units:</b> <i>Language Extension (World Talk Cards)</i> , <i>Speaking-Up</i> with Speech Recognition           |
| - analyzing, synthesizing, and inferring from information                           | <b>Unit 1:</b> Math 1: Numbers, Operations, Fractions, Geometrical shapes<br><b>Unit 2:</b> Ability, Potential & Needs<br><b>All Units:</b> Interaction with audio and visual cues, Information questions   |
| - responding to the work of peers and others  | <b>Unit 6:</b> Making a Suggestion, Manner & Ability  |
| - representing information visually and interpreting information presented visually | <b>Unit 1:</b> Math 1: Numbers, Operations, Fractions, Geometrical shapes<br><b>All Units:</b> Interaction with visual cues, <i>Warm-Up</i> , <i>Language Extension (World Talk Cards)</i><br>See <b>Instructor's Guide:</b> Teacher's Activities |
| - hypothesizing and predicting  | <b>Unit 4:</b> because, so, Prepositions of place, time & direction, Yes/No and <i>Wh</i> -questions, Frequency & Duration  |
| - formulating and asking questions  | <b>All Units:</b> Information questions, <i>Speaking-Up</i> with Speech   |

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|  | Recognition   |
| - understanding and producing technical vocabulary and text features according to content area | <b>All Units:</b> On-screen text, Voice-record/playback, <i>School-Subject</i> : Key vocabulary and grammar are developed and recycled in the context of each subject area.         |
| - demonstrating knowledge through application in a variety of contexts                         | <b>All Units:</b> Interactive tasks, Score-based quizzes, <i>Language Extension</i> , Interaction with audio and visual cues<br>See <b>Instructor's Guide</b> , Teaching Activities |

**Goal 2: Standard 3:** To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

| Descriptors   | <i>English for Success</i>  |
|---|---|
| - focusing attention selectively  | <b>All Units:</b> Interaction with audio and visual cues, On-screen text, Voice-record/playback   |
| - applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text                  | <b>All Units:</b> On-screen text<br>See <b>Instructor's Guide</b> , Teaching Activities, specifically Reading Extension   |
| - using context to construct meaning  | <b>Unit 1:</b> Designation/Reference, Relative location, Math 1: Numbers, Operations, Fractions, Geometrical shapes<br><b>All Units:</b> Interaction with audio and visual cues |
| - taking notes to record important information and aid one's own learning   | <b>All Units:</b> Teaching Activities, specifically Written Exercises   |
| - applying self-monitoring and self-corrective strategies to build and expand a knowledge base                            | <b>All Units:</b> Quizzes, <i>Speaking-Up</i> with Speech Recognition, Voice-record/playback, Mastery Tests, Interactive Tasks, On-screen Help, Glossary                        |
| - determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study) | <b>All Units:</b> Interaction with audio and visual cues, Mastery Tests, Quizzes, On-screen text<br>See <b>Instructor's Guide</b> , Classroom Role and Teaching Activities      |

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| - planning how and when to use cognitive strategies and applying them appropriately to a learning task                              | See <b>Instructor’s Guide</b> , General Classroom Guidelines and Teaching Activities  |
| - actively connecting new information to information previously learned   | <b>All Units:</b> <i>School-Subject</i> : Key vocabulary and grammar are developed and recycled in the context of each subject area.  |
| - evaluating one’s own success in a completed learning task   | <b>All Units:</b> <i>Speaking-Up</i> with Speech Recognition, Mastery Tests, Quizzes, Voice-record/playback   |
| - recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members) | <b>Unit 3:</b> Locations & Asking for Directions at School.<br><b>All Units:</b> Yes/No and <i>Wh</i> -questions, <i>Speaking-Up</i> with Speech Recognition, Information questions |
| - imitating the behaviors of native English speakers to complete tasks successfully   | <b>All Units:</b> Interaction with audio and visual cues, Voice-record/playback   |
| - knowing when to use native language resources (human and material) to promote understanding                                       | <b>All Units:</b> Translation (in bi-lingual versions)  |

### Goal 3: To use English in socially and culturally appropriate ways

Below are general descriptions for each of the skill areas for students achieving Goal 3: Standards 1-3.

**Goal 3: Standard 1:** 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

| <b>Descriptors</b>  | <b><i>English for Success</i></b>  |
|---|--|
| - using the appropriate degree of formality with different audiences and settings | <b>Unit 1:</b> Introductions & Greetings at school, Family relations<br><b>Unit 3:</b> Locations & Asking for Directions at School<br><b>Unit 6:</b> Telephone Expressions<br><b>All Units:</b> <i>School-Life</i> |
| - recognizing and using standard English and vernacular dialects appropriately    | <b>All Units:</b> <i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i> with Speech Recognition   |

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| - using a variety of writing styles appropriate for different audiences, purposes, and settings | See <b>Instructor’s Guide</b> , Teaching Activities, specifically Written Exercises   |
| - responding to and using slang appropriately   |   |
| - responding to and using idioms appropriately  | <b>All Units:</b> Interaction with audio and visual cues, Voice-record/playback   |
| - responding to and using humor appropriately   |   |
| - determining when it is appropriate to use a language other than English                       | <b>All Units:</b> Translation (in bi-lingual versions)  |
| - determining appropriate topics for interaction  | <b>All Units:</b> <i>School-Life</i> : The second lesson in each unit is built around animated dialogues.<br>See <b>Instructor’s Guide</b> , p. 13, specifically <i>School-Life</i> : Phrase & Grammar Focus and Personalization. |

**Goal 3: Standard 2:** To use English in socially and culturally appropriate ways:  
Students will use nonverbal communication appropriate to audience, purpose, and setting

| <b>Descriptors</b>  | <b><i>English for Success</i></b>  |
|---|--|
| - interpreting and responding appropriately to nonverbal cues and body language     | <b>All Units:</b> Interaction with audio and visual cues   |
| - demonstrating knowledge of acceptable nonverbal classroom behaviors               | <b>All Units:</b> Interaction with visual cues, <i>School-Life</i><br>See <b>Instructor’s Guide</b> , Teaching Activities  |
| - using acceptable tone, volume, stress, and intonation, in various social settings | <b>Unit 1:</b> Introductions & Greetings at school<br><b>Unit 6:</b> Telephone Expressions<br><b>All Units:</b> <i>Speaking-Up</i> with Speech Recognition   |
| - recognizing and adjusting behavior in response to nonverbal cues                  | <b>All Units:</b> Interaction with visual cues, <i>World Talk Cards</i> : Students match the language with a colored sketch on a card, <i>Warm-Up</i> lessons use pictures to present and extend the grammar and vocabulary of daily life. |

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**Goal 3: Standard 3:** To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

| <b>Descriptors</b>  | <b><i>English for Success</i></b>   |
|---|---|
| <ul style="list-style-type: none"> <li>- observing and modeling how others speak and behave in a particular situation or setting</li> </ul> | <p><b>All Units:</b> Interaction with audio and visual cues, <i>Speaking-Up</i> with Speech Recognition</p>   |
| <ul style="list-style-type: none"> <li>- experimenting with variations of language in social and academic settings</li> </ul>               | <p><b>All Units:</b> Interaction with audio and visual cues, <i>Speaking-Up</i> with Speech Recognition<br/>See <b>Instructor’s Guide</b>, Teaching Activities, specifically <i>Warm-Up: Extension</i> (p. 12), <i>School-Subjects: Extension &amp; Variation</i> (p. 13)</p> |
| <ul style="list-style-type: none"> <li>- seeking information about appropriate language use and behavior</li> </ul>                         | <p><b>All Units:</b> Interaction with audio and visual cues, Interactive tasks, Quizzes, On-screen Help, Glossary, Mastery Tests</p>  |
| <ul style="list-style-type: none"> <li>- self-monitoring and self-evaluating language use according to setting and audience</li> </ul>      | <p><b>All Units:</b> Mastery tests, Quizzes, Voice-record/playback</p>  |
| <ul style="list-style-type: none"> <li>- analyzing the social context to determine appropriate language use</li> </ul>                      | <p><b>Unit 1:</b> Introductions &amp; Greetings at school<br/><b>Unit 6:</b> Telephone Expressions</p>  |
| <ul style="list-style-type: none"> <li>- rehearsing variations for language in different social and academic settings</li> </ul>            | <p><b>All Units:</b> Interaction with audio and visual cues, <i>Speaking-Up</i> with Speech Recognition, Voice-record/playback</p>  |
| <ul style="list-style-type: none"> <li>- deciding when use of slang is appropriate</li> </ul>   |   |