

# Cell-Ed Catalog:

## Course Overviews

## Table of Contents

<b>Table of Contents</b>	<b>2</b>
Structure of Cell-Ed Content	6
<b>Language Learning Programs</b>	<b>7</b>
<b>English on the Go</b>	<b>7</b>
English on the Go Program	8
Intro to English Part 1	9
Inglés Introducción 1	10
Inglés Introducción 2	13
English Level 1	15
English Level 2	17
English Level 3	19
English Level 4	21
English Level 5	23
English Level 6	25
English Sounds	27
English Vowel Sounds	28
Quick English	29
Quick English: Job Interviews (Part 1)	30
English for Work	31
English for Home Health Aides	32
English for Commercial Truck Drivers- Traffic Stops (Inglés para conductores de camiones comerciales)	34
English for Customer Service 1	36
English for Customer Service 2	37
English for Hotel Customer Service 1	38
English for Hotel Customer Service 2	39
English for Restaurant Customer Service 1	40
English for Restaurant Customer Service 2	41
English for Your Business (Inglés para su negocio)	42
English for Communicating at Work	43
English for Job Interviews	44
	2

English for Digital Skills	45
Introduction to Digital Skills (ELL)	46
Digital Skills for Work (ELL)	47
Digital Skills for Health and Social Services (ELL)	49
Online Banking Uses and Benefits (ELL)	50
Digital Skills for Social Media (ELL)	51
Parenting Skills for English Language Learners	52
Stronger Starts: Parenting Skills for Ages 0-5	53
Spanish on the Go	55
Spanish Level 1	56
Spanish Level 2	57
Spanish Hotel Professionals Level 1	58
Spanish for Hotel Professionals Level 2	60
Spanish for Restaurant Professionals Level 1	62
Spanish for Restaurant Professionals Level 2	64
Spanish for Healthcare Professionals, Level 1	66
U.S. Citizenship	67
Applying for U.S. Citizenship	68
Filling Out the N-400 Form	69
The Citizenship Interview	70
100 Questions of the Citizenship Test	71
<b>Academic Skills Courses</b>	<b>73</b>
Reading and Writing Program	74
Intro to Reading	75
Vamos a Leer (Spanish Literacy)	81
Skillbuilder Reading 1	84
Skillbuilder Reading 2	85
Skillbuilder Writing	87
Skillbuilder Social Studies	89
Advanced Skillbuilder 1	91
Advanced Skillbuilder 2	92
Advanced Skillbuilder 3	93
Math for Daily Life Program	94
Skillbuilder Math: Addition and Subtraction	95
	3

Skillbuilder Math: Multiplication	96
Skillbuilder Math: Division	97
Advanced Skillbuilder Math 1	98
Advanced Skillbuilder Math 2	99
Advanced Skillbuilder Math 3	100
Advanced Skillbuilder Charts, Graphs, and Tables 1	101
Advanced Charts, Graphs, and Tables 2	102
<b>WorkReady: Skills for Work Program</b>	<b>103</b>
Exploring Job Options and Opportunities	104
Starting a New Job	105
Communicating on the Job	106
Creative Problem Solving	107
Goal Setting	108
Work-Life Balance	109
Understanding Cultural Diversity	110
Time Management	111
Financial Management	112
Building Self-Confidence at Work	113
<b>Life Skills Programs</b>	<b>114</b>
Business Skills and Managing Money	115
Managing Money for Business and Life	116
Introduction to Marketing	117
Community Safety	118
Digital Skills	119
Introduction to Digital Skills	120
Digital Skills for Work	121
Digital Skills for Health and Social Services	123
Online Banking Uses and Benefits	124
Digital Skills for Social Media	125
How to Use a Computer Mouse	126
Problem-Solving Tech Issues	127
Community Resources	128
Preparing to Vote	129
Parenting Strategies & Early Childhood Development	130

Building Future Readers: Tips for Parents and Caregivers	131
Communicating with Educators	132
Stronger Starts: Parenting Tools for Ages 0-5	133
Educational Opportunities	135
Introduction to Educational Pathways (STEPS)	136
Financing Your Education (STEPS)	137
Health	138
Courses:	138
Communicating with Healthcare Providers	139
Reading a Medicine Label	140
Know Your Rights	141
Know Your Rights	142
Immigration Terms & Pathways	143
Immigration Legal Consultations	144

# Structure of Cell-Ed Content

**Lesson**= A 3 minute chunk of content. Usually contains one interaction: 1 question that requires one answer.

*What is 100x80?*

**Unit**= A series of 10-30 lessons about a small topic, based on 1-2 learning objectives.

*15 multiplication problems to practice solving multi-digit problems. By the end of a unit, the learner will be able to solve multi-digit multiplication problems.*

**Course**= A broad topic, made up of 1 or more units, or a series of units that make up a level, determined by learning frameworks

*Addition, Subtraction, Multiplication, Division units all make up the basic Math course.*

**Program**= A way to organize courses on the Cell-Ed app.

*ie: The boxes you see in the “ME” tab of the app. (“English on the Go,” “Digital Skills.”)*

# Language Learning Programs

English on the Go  
English Sounds  
Quick English  
English for Work  
English for Digital Skills  
Parenting Skills (for English Language Learners)  
Spanish on the Go  
U.S. Citizenship

# English on the Go Program

## **Courses:**

Intro to English Part 1

Inglés Introducción 1

Inglés Introducción 2

English Level 1

English Level 2

English Level 3

English Level 4

English Level 5

English Level 6

# Intro to English Part 1

This collection of units helps learners to build knowledge around the basics of the English Language.

- Courses for English Language Learners
- NRS Level (National Reporting System): Beginning ESL Literacy
- BEST Plus® SPL (Student Performance Level): 0-1
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Names**

*Learn introductions with a first and last name.*

## **Unit 2: The Alphabet**

*Review the complete English alphabet. Practice identifying letters.*

## **Unit 3: Numbers 1-20**

*Learn and practice numbers 1-20.*

## **Unit 4: Family**

*Learn vocabulary for family members (mother, father, daughter, son, parents, kids). Learn basic subject pronouns. (he/she). Learn the verb “is.”*

## **Unit 5: Health**

*Learn vocabulary for health (sick, doctor, cough, fever), and the rest of the subject pronouns (I, you, we, they). Learn the verb “are.”*

## **Unit 6: Food**

*Learn basic food vocabulary (eggs, chicken, rice, etc). Introduction to yes/no questions, including Do you/Does she/he/it? Learn the verb “need.”*

## **Unit 7: Directions in a City**

*Learn names for places in a city (library, park, school, etc). Learn the question “Where is \_\_\_?” Learn basic direction words (turn, right, straight).*

### **Unit 8: Looking for a Job**

*Learn basic job verbs (cook, drive, etc). Ask questions with “Can you....?”*

### **Unit 9: Applying for a Job**

*Learn basic job interview words (apply, interview). Review yes/no questions with Can and Do.*

### **Unit 10: At Work**

*Learn basic phrases to request help (“I need help! Please help me! Can you...?") Review common verbs (need, make) and learn several new verbs (send, fix).*

### **Unit 11: Activities & Schedules**

*Learn days of the week, and how to say the day of the week. Review verbs by talking about things you do on different days of the week.*

# Inglés Introducción 1

This course is taught using Spanish and introduces learners to basic English elements such as the alphabet, spelling, and numbers. Through short dialogues and stories on familiar situations, learners study simple phrases for introducing oneself, applying for an apartment, registering for school, talking about health, and more.

- A course for English Language Learners. The course is taught in Spanish and English.
- NRS Level (National Reporting System): Beginning ESL Literacy
- BEST Plus® SPL (Student Performance Level): 0-1
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Intro to Course and Alphabet**

*Name and pronounce letters of the alphabet. Learn introductions with a first and last name.*

## **Unit 2: Numbers 1-20**

*Learn to count from zero to twenty. Use “have” and “has” in basic sentences, and “there are” to describe the quantity of people.*

## **Unit 3: Family**

*Learn vocabulary for family members (mother, father, daughter, son, parents, kids). Use “has” in a basic sentence about family. Ask and answer questions about age.*

## **Unit 4: Going to School**

*Ask and answer questions about what time school started and ends. Learn basic transportation vocab (bus, car, train) and common verbs in the present (walk, drive, take)*

## **Unit 5: Health**

*Learn vocabulary for health (sick, doctor, cough, fever). Ask and answer basic questions about symptoms with “Do you have?”*

## **Unit 6: Shopping**

*Learn how to use the verbs “want” and “need.” Learn basic vocabulary for food and shopping.*

### **Unit 7: Looking for a Job**

*Learn how to ask and answer questions about likes with “Do you like?” Use “don’t” to give basic commands. Give and follow simple instructions.*

### **Unit 8: At Work**

*Learn “can” to ask and answer basic questions. Learn basic vocabulary for work in a restaurant.*

### **Unit 9: Daily Activities**

*Use common verbs to describe basic daily activities. Learn the days of the week. Order activities with “then” and “after.”*

## Inglés Introducción 2

This course is taught using Spanish and introduces learners to more grammar and functional phrases to start communicating in English. Through short dialogues and stories on familiar situations, learners practice expressions to make small talk, get and give directions, make appointments, ask for help, and more. Learners also review the simple present tense, question formation, imperatives, and ordinal numbers.

- A course for English Language Learners. The course is taught in Spanish and English.
- NRS Level (National Reporting System): Low Beginner
- BEST Plus® SPL (Student Performance Level): 1-2
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

### **Unit 1: Meeting New People**

*Learn to greet people using basic phrases and to introduce oneself to someone.*

### **Unit 2: Place of Origin**

*Learn to ask someone where they are from and say their residence of origin.*

### **Unit 3: Introducing People**

*Learn nationalities and use them to describe where people are from and favorite foods.*

### **Unit 4: Small Talk and Hobbies**

*Learn and practice questions with “Do” and “Does” in the affirmative and negative. Talk about simple hobbies with simple present verbs (live, play, and like).*

### **Unit 5: Following Instructions**

*Learn simple phrases for giving instructions. Learn ordinal numbers and transitional words (then, next) when giving and receiving instructions.*

### **Unit 6: Making an Appointment**

*Use basic phrases to make appointments. Tell time for schedules.*

### **Unit 7: Personal Information**

*Learn how to give information, like an address, phone number, and birthday. Learn numbers 100-100.*

### **Unit 8: Asking for Help**

*Learn simple questions to ask for help and to respond politely to a request. Learn pronouns of possession.*

### **Unit 9: Getting Directions**

*Ask and answer simple questions and commands regarding directions. Learn vocabulary related to getting around (drive, parking, etc).*

### **Unit 10: Final Review**

*38 questions to review content in all units.*

### **Unit 11: Final Assessment**

*50 questions to review content in all units.*

# English Level 1

This collection of units helps learners to build knowledge around the basics of the English Language.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Intro and Review**

*Use the simple present in positive and negative forms, and ask and answer questions about daily activities.*

## **Unit 2: Taking Care of Your Health**

*Identify basic body parts. Express pain using the verb “hurt.” Describe symptoms with “have.” Ask questions with “Do you have?”*

## **Unit 3: Shopping**

*Ask questions with “How much” and “How many” about the price of items. Identify simple clothing items. Describe size using wear.*

## **Unit 4: Customer Service**

*Use the “would” to ask questions and respond to customers in a restaurant setting. Use the modal will to talk about future plans in simple situations.*

## **Unit 5: Practice, Review, and Expressions**

*Review and use the modals “could,” “would,” and “should” in basic situations. Use going to to talk about future plans.*

## **Unit 6: Getting Community Resources**

*Use Wh-questions in a simple way to get information. Identify places to visit in the community to get help finding a job & writing a resume. Use the present continuous to describe basic activities.*

## **Unit 7: Applying for a Job**

*Use regular past tense verbs in the affirmative and negative to talk about past work experience. Use was and were to describe past jobs. Identify common phrases indicating the past including last and ago. Identify simple, key questions to ask in an interview.*

### **Unit 8: Making Future Plans**

*Use select irregular verbs in the simple past (get, be, make, say, hear, see, have, go). Use the modal will to make plans.*

### **Unit 9: Asking for Help**

*Ask for help with the question Could you help me? Respond to requests for help*

### **Unit 10: Getting Directions**

*Ask for help with the question How do I get there? Use phrasal verbs with the word get*

### **Unit 11: Sayings, Pronunciation, and Fun!**

*Identify common idiomatic expressions using get (get on, get up, get there, etc.)*

### **Unit 12: Final Review**

*50 questions to review content in all units.*

### **Unit 13: Final Assessment**

*50 questions to assess learning in all units.*

# English Level 2

This collection of units helps learners to build knowledge around the basics of the English Language.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): Low Intermediate
- BEST Plus® SPL (Student Performance Level): 4-5
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Intro and Review**

*Practice phrases for greeting. Ask and answer basic questions about hobbies and interests.*

## **Unit 2: Talking About the Past**

*Use regular verbs in the simple past to answer basic questions. Distinguish between simple formal and informal phrases of disagreement for work and personal life*

## **Unit 3: Calling in Sick to Work**

*Use was to describe past states related to health and calling into work. Describe basic symptoms with “have.”*

## **Unit 4: Making Promises- The Future**

*Use the “will” to make promises about future actions. Identify basic words and phrases related to shopping: cash register, receipt, bargain*

## **Unit 5: Travel and Transportation**

*Use the past continuously to describe events related to travel. Name vocabulary related to transportation: aisle, baggage, gate, delayed.*

## **Unit 6: Sayings, Expressions, and Vocabulary**

*Interpret basic idioms and expressions related to daily life through context. Pronounce several words with /ch/ and /sh/ sounds.*

## **Unit 7: Moving to a New Place**

*Use the present perfect to answer questions and talk about recent experiences. Identify basic actions related to a move: unload and ship boxes, change an address, move in.*

**Unit 8: Recycling and the Environment** *Use the “should” to give suggestions about everyday topics. Name basic vocabulary related to the environment: landfill, compost, recycle, reuse, reduce.*

**Unit 9: Finances and Budgeting**

*Name basic vocabulary related to personal finance: loan, budget, interest, expenses. Identify that “have to” equates necessity.*

**Unit 10: Planning a Party**

*Use the present continuous to describe weather conditions. Use the real conditional to give an alternate plan. Identify weather conditions that could affect plans: rainy, windy, sunny, cloudy, cold*

**Unit 11: Conversations with Teachers**

*Interpret phrasal verbs related to communication: call back, find out, write down. Locate possible resources to help their child(ren) at school.*

**Unit 12: Final Review**

*50 questions to review content in all units.*

**Unit 13: Final Assessment**

*50 questions to assess learning in all units.*

# English Level 3

This collection of units helps learners to build knowledge around the basics of the English Language.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): Intermediate
- BEST Plus® SPL (Student Performance Level): 5-6
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Communicating at Work**

*Ask polite questions related to favors. Accept and decline requests with basic phrases.*

## **Unit 2: Saving Money**

*Use the present perfect to ask and answer basic questions with already, yet, and so far. Identify personal finance vocabulary: loan, interest, APY, credit score, credit history.*

## **Unit 3: Talking about Past Experiences**

*Form sentences with “used to” to describe past memories or habits. Name basic life stages and corresponding ages.*

## **Unit 4: Planning a Party**

*Use the unreal conditional to recognize hypothetical situations. Decline an invitation to a social event using basic phrases.*

## **Unit 5: Giving and Accepting Offers**

*Use common phrases related to offers and gifts: send to, offer to, make for, buy for, get for. Distinguish between “too much” and “not enough.”*

## **Unit 6: Comparing Prices**

*Use the comparative form to compare two items while shopping. Select reasons for actions with “because.” Explain the results of actions with “so.”*

## **Unit 7: Describing Chronic Health Conditions**

*Use the present perfect continuous to respond to a medical professional's questions about symptoms. Name common chronic conditions: diabetes, asthma, depression.*

### **Unit 8: Making Social Plans**

*Use "going to" in order to talk about social plans. Use the "will" to make a decision at the time of speaking.*

### **Unit 9: Talking about Preferences**

*Express preferences about various situations with "would rather."*

### **Unit 10: Planning for Emergencies**

*Identify common natural disasters: blizzard, hurricane/typhoon, wildfire, heat wave. Recognize that "must" equates to necessity. Follow instructions related to natural disasters drills: get against the wall, get down, get away.*

### **Unit 11: Making Repairs**

*Use the modals "must," "could," and "might" to make inferences about everyday situations. Identify common home repair issues: leaking pipe, infestations, broken lock, mold.*

### **Unit 12: Final Review**

*50 questions to review content in all units.*

### **Unit 13: Final Assessment**

*50 questions to assess learning in all units.*

# English Level 4

This collection of units helps learners to build knowledge around the basics of the English Language.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Intermediate, Advanced
- BEST Plus® SPL (Student Performance Level): 6 and up
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Continuing a Conversation**

*Select questions and phrases that continue a conversation.*

## **Unit 2: Common Expressions**

*Learn common idioms used in English.*

## **Unit 3: Negotiating at Work**

*Ask indirect questions to make requests in workplace situations with “I was wondering if” and “Could you?” Identify common verb and preposition combinations: agree to, decide to, hope to, seem to.*

## **Unit 4: Continuing Education**

*Identify intermediate to advanced common phrasal verbs. Pronounce words ending in -tion: prioritization, procrastination, distraction, motivation.*

## **Unit 5: Maintaining Healthy Habits**

*Use the superlative to compare various activities.*

## **Unit 6: Discussing Technology**

*Provide contrast with “though” and “however.” Use the modal “should” with the present perfect to express regrets.*

## **Unit 7: Networking**

*Introduce a person, including a defining detail, with a relative clause. Identify vocabulary for networking: get in touch, stay in touch, lose touch.*

**Unit 8: Making Travel Plans**

*Use indirect questions to ask for information regarding travel. Identify common vocabulary for travel: book, look into, hostel, campsite.*

**Unit 9: Reading the News**

*Distinguish fact from opinion in basic statements and stories.*

**Unit 10: Learning about World Issues**

*Recognize and pronounce nationalities in various regions of the world.*

**Unit 11: Figuring Out Words in Context**

*Interpret the meaning of various idioms and expressions used in everyday contexts.*

**Unit 12: Final Review**

*50 questions to review content in all units.*

**Unit 13: Final Assessment**

*50 questions to assess learning in all units.*

# English Level 5

This collection of units allows learners to draw on the foundation of English grammar and vocabulary to use high-order skills, such as analyzing, evaluating, and synthesizing information in English through answering questions about readings, podcasts, and charts and graphs.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): Advanced
- BEST Plus® SPL (Student Performance Level): 6 and up
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Expressing Appreciation**

*Respond to satisfaction and appreciation from others. Organize and write a short thank-you note.*

## **Unit 2: Communicating on the Job**

*Use friendly phrases in a professional setting. Answer reading comprehension questions regarding active listening. Use professional questions to ask for additional information at work.*

## **Unit 3: Mental Health**

*Answer listening comprehension questions regarding adult mental health. Answer reading comprehension questions regarding the stages of culture shock.*

## **Unit 4: Roles and Rights of a Tenant**

*Analyze the advantages and disadvantages of renting and owning a property. Leave a voicemail for a landlord regarding a problem with a rental property. Use phrases to file a complaint about a rental property.*

## **Unit 5: Online Safety**

*Recognize examples of words and phrases that signal a possible scam. Evaluate passwords for their strength. Synthesize information about passwords on a circle graph.*

## **Unit 6: Examining Multiple Points of View**

*Use phrases to respectfully agree or disagree with others' perspectives. Differentiate fact from opinion in two blog posts about diet. Evaluate digital sources.*

### **Unit 7: Goal Setting**

*Identify a framework for goal setting (SMART). Evaluate common goals to see if they're SMART. Answer self-evaluation questions around goals.*

### **Unit 8: Writing Business Emails**

*Use professional phrases for an introduction and body of an email. Ask clarifying questions in an email.*

### **Unit 9: Social Issues: Sexism**

*Infer information regarding gender from a graph. Reduce an oral presentation into notes. Analyze different perspectives on gender.*

### **Unit 10: Reading and Comprehension Skills**

*Use strategies before, during, and after reading to enhance comprehension, including: prediction, text coding, and the use of a graphic organizer. Answer reading comprehension questions regarding the benefits of learning a new language and reading as travel.*

### **Unit 11: Final Assessment**

*36 questions to assess learning in all units.*

# English Level 6

This collection of units allows learners to draw on the foundation of English grammar and vocabulary to use high-order skills, such as analyzing, evaluating, and synthesizing information in English through answering questions about readings, podcasts, and charts and graphs.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): Advanced
- BEST Plus® SPL (Student Performance Level): 6 and up
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Phrases for Compliments and Sympathy**

*Give a compliment in a social or work situation using various phrases. Identify appropriate compliments for the workplace. Express sympathy for a loss. Organize and write a short note of sympathy.*

## **Unit 2: Communicating on the Job**

*Use a multi-paragraph text to answer questions about expressing apologies. Label to-dos by priority. Budget time for work and other activities.*

## **Unit 3: Workers' Rights Around the World**

*Distinguish between a fact and an opinion using key words. Answer detailed questions from dialogues regarding facts and opinions. Learn useful language for taking initiative and being an entrepreneur.*

## **Unit 4: Nutrition and Superfoods**

*Compare and contrast different perspectives about organic and conventional foods. Use phrases to show preference for a particular choice. Assess claims about superfoods.*

## **Unit 5: Budgeting**

*Use phrasal verbs commonly used to give instructions (figure out, keep track of, go over, come up with). Locate and use several pieces of information from paychecks to determine net pay.*

## **Unit 6: Comparing and Contrasting Ideas**

*Read and respond to questions about migration. Use transitional phrases to compare and contrast ideas. Use a template to share their opinions with transitional phrases.*

### **Unit 7: Examining Multiple Points of View**

*Identify the main purpose of a public service announcement about plastic use. Differentiate between a key point and a supporting detail in a persuasive argument. Write a simple key point when given the supporting detail.*

### **Unit 8: Writing Cover Letters**

*Identify what a cover letter is and why it's important. Label key pieces that should be included in a cover letter. Use phrases to introduce past events*

### **Unit 9: Problem Solving**

*Use a variety of phrases to suggest solutions to problems in work situations. Listen for specific details in conversations regarding problems and solutions.*

### **Unit 10: Reading and Comprehension Skills**

*Make simple inferences using titles and articles. Answer reading comprehension questions regarding implications using articles about celebrations around the world.*

### **Unit 11: Final Review & Assessment**

*22 questions to assess learning in all units.*

# English Sounds

**Courses:**

English Vowel Sounds

# English Vowel Sounds

This course helps learners build knowledge of some of the most common vowel sounds in English and draws on various methodologies for teaching phonemic awareness, such as Key Word awareness.

- This course is suitable for beginner to advanced English Language Learners.
- Each unit is a collection of short lessons that are 2 minutes or fewer. Each unit takes approximately 15 to 20 minutes to complete.
- Designed with reference to national English language standards (CASAS).

**Unit 1: See /i:/**

**Unit 2: It /ɪ/**

**Unit 3: No /o/**

**Unit 4: Law /ɔ/**

**Unit 5: Bus /ʌ/**

Each unit features the following structure. Learners...

- Hear the target sound and practice producing it.
- Learn 5 words with the target sound. Repeat and practice words along with a narrator.
- See how the sound is formed by watching a video displaying mouth movement.
- Hear and practice a three word chant with that sound in rhythm.
- Identify the sound in sentences.
- Learn the most common spelling patterns for the sound.
- Increase awareness of resources for pronunciation by seeing an example of the sound in the dictionary, and in the phonemic alphabet.
- Differentiate between sounds /i:/ and /ɪ/ (Unit 2); /o/ and /ɔ/ (Unit 4).

# Quick English

## **Courses:**

Job Interviews (Part 1)

# Quick English: Job Interviews (Part 1)

This course helps learners build a quick introduction of themselves and their experience in order to answer the common job interview question: “Tell Me About Yourself.” In 10-15 minutes, a learner can walk away with a template to help them describe themselves, several examples, practice, and suggested continued practice. Each unit builds upon the last, so that learners can choose to focus on the most basic response, or can build out a longer response by progressing through each unit.

- This course is suitable for beginners with knowledge of the English alphabet to intermediate English Language Learners.
- Each unit is a collection of short lessons that are 2 minutes or fewer. Each unit takes approximately 15 minutes to complete.
- Designed with reference to national English language standards (CASAS).

## **Unit 1: Introducing Yourself**

*Learn and practice phrases to introduce a job (“I am a \_\_\_\_\_” or “I was a \_\_\_\_\_.”) and the number of years of experience in the field (“I have \_\_\_\_ years of experience”).*

## **Unit 2: Introducing Your General Skills and Experience**

*Continue building on an introduction. Form simple present tense sentences to talk about general skills and experience (“I solve problems.”)*

## **Unit 3: Giving a Specific Example of a Skill**

*Add to the general skills and experience. Form simple past tense sentences to give a specific example from a previous job (“At my last job, I \_\_\_\_\_.”)*

# English for Work

## **Courses:**

English for Home Health Aides

English for Commercial Truck Drivers- Traffic Stops/Ingles para conductores de camiones comerciales

English for Customer Service 1 & 2

English for Hotel Customer Service 1 & 2

English for Restaurant Customer Service 1 & 2

English for Your Business/Ingles para su negocio

English for Communicating at Work

English for Job Interviews

# English for Home Health Aides

*Developed in partnership with SEIU 1199, this course develops language and skills to navigate a career as a Home Health Aide. Through real-world scenarios and dialogues, learners practice in order to be successful in daily activities with clients, such as making conversation, navigating special diets, practicing safety at work, and more.*

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit A: Applying for a Job**

*Learn phrases to apply and interview for a job as a Home Health Aide. Answer basic questions with “Do you have.” Use the phrase “I have \_\_\_ years’ experience” to describe job experience.*

## **Unit 1: How Are You Doing Today?**

*Learn words and phrases to greet clients. Ask questions such as “How are you doing today?” Identify adjectives of feeling, like “depressed,” “exhausted,” and more.*

## **Unit 2: A Day in the Life of an HHA: Part 1**

*Learn words and phrases to discuss Activities of Daily Living (ADLs) with clients, such as present verbs (make, remind, take), “it’s time to...” to remind clients something is about to happen, and “going to” to inform clients about actions that are happening. Name basic clothing items.*

## **Unit 3: A Day in the Life of an HHA: Part 2**

*Continue learning words and phrases to discuss Activities of Daily Living (ADLs) with clients. Use simple commands with “lets” to motivate clients. Make a polite request with “Could you?” Name basic food items.*

## **Unit 4: Lightning Round!**

*Review key grammar and vocabulary from the first units.*

## **Unit 5: End of the Day and Review**

Continue learning words and phrases to discuss Activities of Daily Living (ADLs) with clients. Use the phrase “Here’s your…” to announce actions to the client. Learn basic ambulation vocabulary.

### **Unit 6: Weekly and Monthly Activities**

Learn words and phrases to communicate about weekly and monthly activities with clients, families, and a supervisor. Ask questions with “How often?” Understand and use adverbs of frequency (always, sometimes, never).

### **Unit 7: Review Tasks in the Past Tense**

Review key grammar and vocabulary from the first units to introduce the past tense.

### **Unit 8: Special Diets**

Recognize special diets that correspond to several basic health problems for older adults. Use set phrases to encourage clients to eat a special diet, such as “I made it from scratch.”

### **Unit 9: Safety at Work**

Recognize the causes of accidents, and name tools needed to prevent hazards. Communicate about potential hazards by using language like “There is/are” and “something could cause.”

### **Unit 10: Juana’s Friend Wants an HHA Job**

Prepare for a job interview for an HHA. Practice questions with “Have you ever” to talk about experience. Use basic small talk phrases.

### **Unit 11: Laura’s Interview**

Listen to an interview in progress to review common interview questions and responses.

### **Unit 12: Final Review and Assessment**

64 questions to review content in all units.

# English for Commercial Truck Drivers- Traffic Stops

## *(Inglés para conductores de camiones comerciales)*

This course helps commercial truck drivers, or those studying to be one, the skills to communicate and advocate for themselves during a traffic stop. Through dialogues, learners practice listening to and identifying common traffic stop questions in English. Then, they learn functional phrases and vocabulary to answer officer questions, communicate knowledge of their truck and trip, and ask for clarification.

- Courses for English Language Learners. This course is bilingual, with instructions and descriptions in Spanish, and key words and phrases in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

### **Unit 1: Basic Identification**

Answer 5 basic questions at the beginning of a traffic stop:

- Can I see your driver's license, registration, and proof of insurance?
- Do you know why I pulled you over?
- Where are you coming from and where are you headed?
- Is your commercial driver's license up-to-date?
- Do you have any outstanding violations or citations?

### **Unit 2: Vehicle Safety**

Answer 5 key questions about vehicle performance:

- Have you had any recent mechanical issues with the truck?
- When was your last vehicle inspection?
- Are your brakes and lights working properly?
- Can I inspect your tires and safety equipment?
- Have you performed your pre-trip inspection today?

### Unit 3: Vehicle Inspections

Answer 5 key questions an inspector may ask about a trip:

- Are you hauling any hazardous materials?
- Can I see your logbook or electronic logging device (ELD)?
- Are you aware of your current load weight?
- Do you have your bill of lading or shipping documents?
- When was your last rest break?

### Unit 4: Safety and Legal Concerns

Answer 5 key questions an inspector may ask about driver safety:

- Have you been consuming alcohol or drugs?
- Do you have your medical certificate with you?
- Is there anyone else in the vehicle with you?
- Do you have any weapons or illegal items in the truck?
- Can I search your vehicle?

# English for Customer Service 1

This course helps develop necessary language and cultural context for those working in or searching for a customer-facing role. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the hotel and restaurant industries.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Defining and Recognizing Customer Service**

*Identify customer service components in simple, real-life scenarios. Recognize key terms related to customer service: provider, interaction, lasting relationship.*

## **Unit 2: Customer Service Jobs and Industries**

*Name several jobs and industries where customer service is important. Label industries using job types. Express the job and industry of a person working in customer service, using a complete sentence.*

## **Unit 3: Why and How Customer Service Benefits Us All**

*Listen to dialogues to hear examples of good/poor customer service in several scenarios.*

# English for Customer Service 2

Continue developing language and skills for working in a general customer-facing role. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the hotel and restaurant industries.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: What Skills/Behaviors are Necessary for Good Customer Service?**

*Use “can” to discuss professional ability. Name 5 key skills for good customer service: professionalism, a positive attitude, active listening, empathy and clear communication.*

## **Unit 2: What Does Good Customer Service Look Like?**

*Listen to examples to recognize the 5 key skills for good customer service in action.*

## **Unit 3: Resolving a Problem**

*Identify key vocabulary for resolving a problem with a customer. Name key steps for resolving a problem: listen, follow instructions, thank for feedback, make a creative action. Identify responses to customer complaints based on course learnings.*

# English for Hotel Customer Service 1

This course helps learners develop necessary language and cultural context for working in a customer-facing role at a hotel. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the hotel industry.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Defining and Recognizing Customer Service**

*Identify customer service components in simple, real-life scenarios. Recognize key terms related to customer service: provider, interaction, lasting relationship.*

## **Unit 2: Customer Service Jobs and Industries**

*Name several jobs and industries where customer service is important. Label industries using job types. Express the job and industry of a person working in customer service, using a complete sentence.*

## **Unit 3: Why and How Customer Service Benefits All**

*Listen to dialogues to hear examples of good/poor customer service in several scenarios.*

## **Unit 4: Review of Units 1 to 3 in a Hotel Setting**

*Identify different jobs in a hotel setting. Name locations near the entrance of a hotel: Front desk, lobby, check-in, reception, concierge. Examine how good customer service benefits the hotel as a whole.*

# English for Hotel Customer Service 2

Continue developing language and skills for working in a customer-facing role at a hotel. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the hotel industry.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: What Skills/Behaviors are Necessary for Good Customer Service?**

*Use “can” to discuss professional ability. Name 5 key skills for good customer service: professionalism, a positive attitude, active listening, empathy and clear communication.*

## **Unit 2: What Does Good Customer Service Look Like?**

*Listen to examples to recognize the 5 key skills for good customer service in action.*

## **Unit 3: Resolving a Problem**

*Identify key vocabulary for resolving a problem with a customer. Name key steps for resolving a problem: listen, follow instructions, thank for feedback, make a creative action. Identify responses to customer complaints based on course learnings.*

## **Unit 4: Review of Units 1 to 3 in a Hotel Setting**

*Identify key phrases and skills to fix a problem for a guest. Name important hotel vocabulary: guests, guest services and amenities.*

# English for Restaurant Customer Service 1

This course helps develop necessary language and cultural context for those working in or searching for a customer-facing role in the restaurant industry. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the restaurant industry.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Defining and Recognizing Customer Service**

*Identify customer service components in simple, real-life scenarios. Recognize key terms related to customer service: provider, interaction, lasting relationship.*

## **Unit 2: Customer Service Jobs and Industries**

*Name several jobs and industries where customer service is important. Label industries using job types. Express the job and industry of a person working in customer service, using a complete sentence.*

## **Unit 3: Why and How Customer Service Benefits All**

*Listen to dialogues to hear examples of good/poor customer service in several scenarios.*

## **Unit 4: Review of Units 1 to 3 in a Restaurant Setting**

*Identify different people in a restaurant setting. Examine how good customer service benefits the restaurant as a whole.*

# English for Restaurant Customer Service 2

Continue developing language and skills for working in a customer-facing role in the restaurant industry. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary related to a number of customer service roles, with an emphasis on the restaurant industry.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: What Skills/Behaviors are Necessary for Good Customer Service?**

*Use “can” to discuss professional ability. Name 5 key skills for good customer service: professionalism, a positive attitude, active listening, empathy and clear communication.*

## **Unit 2: What Does Good Customer Service Look Like?**

*Listen to examples to recognize the 5 key skills for good customer service in action.*

## **Unit 3: Resolving a Problem**

*Identify key vocabulary for resolving a problem with a customer. Name key steps for resolving a problem: listen, follow instructions, thank for feedback, make a creative action. Identify responses to customer complaints based on course learnings.*

## **Unit 4: Review of Units 1 to 3 in a Restaurant Setting**

*Identify key phrases and skills to fix a problem for a guest. Name important restaurant vocabulary.*

# English for Your Business (*Inglés para su negocio*)

This course helps learners to develop the essential language and soft skills to run a business with confidence. Through real-world examples and activities, learners will practice polite language for customer service, solving customer problems, and more.

- Courses for English Language Learners. The course is bilingual and taught in Spanish/English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Customer Service**

*Ask for a customer's order politely with the question "What would you like?"*

*Respond to basic food service requests from customers. Use polite language to charge for services and break change.*

## **Unit 2: Solving Customer Problems**

*Identify common words a customer might use to inform a vendor of a common dietary restriction.*

*Respond to customer requests about dietary restrictions. Use polite language to make a request of a customer.*

# English for Communicating at Work

This course helps learners develop language and skills to communicate more effectively at work. Through dialogues and real-world scenarios, learners practice functional phrases and vocabulary to communicate requests through email or phone, give and receive feedback, and negotiate.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): High Beginner
- BEST Plus® SPL (Student Performance Level): 3-4
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Making and Receiving Phone Calls**

*Identify themselves on a phone call using colloquial language. Make requests using modals such as “Could I,” “May I,” and “I would like.” Select the correct colloquial phrase to continue phone conversations based on what was said.*

## **Unit 2: Writing Basic Emails**

*Identify vocabulary to open and close an email. Make a request using email using “Could you...” and “I wanted to...”*

## **Unit 3: Receiving Feedback**

*Thank a manager or customer for feedback with set functional phrases (Thank you for your feedback, thanks for letting me know). Use a phrasal verb to commit to improving a skill (work on).*

## **Unit 4: Giving Feedback**

*Use indirect language to give tactful feedback. Use modals (maybe, could) to make suggestions. Form positive feedback using fixed phrases (I like how you/when you).*

# English for Job Interviews

This course introduces learners to essential language and skills to prepare for a job interview. Through dialogues and real-world scenarios, learners review common terms found in job descriptions, explore what it means to “sell yourself” in an interview, practice small talk topics and strategies, understand common vocabulary and phrases in interview questions, and answer common interview questions.

- Courses for English Language Learners. The course is taught in English.
- NRS Level (National Reporting System): Intermediate
- BEST Plus® SPL (Student Performance Level): 5-6
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour to complete.

## **Unit 1: Preparing for the Interview**

*Identify common terms found in job descriptions. Provide basic examples of previous work experience with the past tense. Relate personal skills to desired qualities of a new job.*

## **Unit 2: Small Talk**

*Learn how to respond to common small talk topics and initiate conversation with common questions. Learn phrases to avoid answering inappropriate/illegal interview questions. Request clarification.*

## **Unit 3: Basic Questions**

*Recognize vocabulary and phrases used in common interview questions (strengths, weaknesses, overcoming obstacles, etc.) Compare different answers to interview questions and identify best answers based on relevance. Provide answers to common interview questions using a template.*

# English for Digital Skills

## **Courses:**

Introduction to Digital Skills (ELL)

Digital Skills for Work (ELL)

Digital Skills for Health and Social Services (ELL)

Online Banking Uses and Benefits (ELL)

Digital Skills for Social Media (ELL)

# Introduction to Digital Skills (ELL)

This collection of courses helps learners build knowledge around using and problem-solving with digital tools in different areas of daily life. While topics are similar to Digital Skills courses in English and Spanish, English for Digital Skills courses introduce concepts in simpler English, are at a slower pace, and highlight key vocabulary to introduce English terms.

- Course for English Language Learners.
- Suitable for high beginner to intermediate English Language Learners and above.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Sign Up for Email**

*Learn how to create an email account and a strong password.*

## **Unit 2: How to Download an App**

*Learn how to find and download apps, and troubleshoot a forgotten password.*

## **Unit 3: How to Navigate the Internet**

*Learn how to do a quick online search using a web browser.*

## **Unit 4: Using Links to Connect to the Internet**

*Learn when and how to click on links to do tasks online, like joining a meeting with a child's teacher.*

## **Unit 5: Finding Information Online- English, Spanish, ELL**

*Learn a process to improve online search results and get the type of information you need faster.*

# Digital Skills for Work (ELL)

This collection of courses helps learners build knowledge around using and problem-solving with digital tools in different areas of daily life. While topics are similar to Digital Skills courses in English and Spanish, English for Digital Skills courses introduce concepts in simpler English, are at a slower pace, and highlight key vocabulary to introduce English terms.

- Course for English Language Learners.
- Suitable for high beginner to intermediate English Language Learners and above.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Use a Job Search Website**

*Get started with a popular job search website. Learn how to quickly find the best job postings for you.*

## **Unit 2: How to Fill Out an Online Job Application**

*Look at different examples of online applications and troubleshoot common issues with online forms.*

## **Unit 3: How to Use and Manage Your Email Inbox**

*Explore tips for sending and receiving emails, and using your email inbox during the job search.*

## **Unit 4: Intro to Google Docs**

*Get started with word processing with a free tool. Learn how to get to, create, edit, and save a document, and the basics of document organization.*

## **Unit 5: How to Use Google Docs Templates to Create a Resume**

*Learn how to create and customize a resume with Google Docs by using features such as: cut, copy and paste, undo and redo, font styles, and more.*

## **Unit 6: - Intro to Google Sheets**

*Learn how to create a spreadsheet for making lists, budgeting, and more. Get started using features such as: merging and formatting cells and adding a formula.*

### **Unit 7: Intro to Google Slides**

*Learn how to create and customize a slideshow for presentations by changing themes, adding text boxes, duplicating slides, and more.*

### **Unit 8: How to Send Your Google Files in an Email**

*How can you share your professional or personal work with others? Learn how to add your work as an attachment or a link to your email, and safety tips for sending and opening attachments in email.*

# Digital Skills for Health and Social Services (ELL)

This collection of courses helps learners build knowledge around using and problem-solving with digital tools in different areas of daily life. While topics are similar to Digital Skills courses in English and Spanish, English for Digital Skills courses introduce concepts in simpler English, are at a slower pace, and highlight key vocabulary to introduce English terms.

- Course for English Language Learners.
- Suitable for high beginner to intermediate English Language Learners and above.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Find and Use Information on a Portal**

*Learn how and why to use a website for a doctor, agency, or school.*

## **Unit 2: Finding Reliable Health Information**

*How can you tell what to trust when you're looking at health information? Learn strategies for verifying information you read and determining trustworthiness of health websites, apps, and social media posts.*

## **Unit 3: Accessing Electronic Personal Health Records**

*You have a right to obtain your health records. Learn how to find and keep electronic records of your healthcare.*

## Online Banking Uses and Benefits (ELL)

This collection of courses helps learners build knowledge around using and problem-solving with digital tools in different areas of daily life. While topics are similar to Digital Skills courses in English and Spanish, English for Digital Skills courses introduce concepts in simpler English, are at a slower pace, and highlight key vocabulary to introduce English terms.

- Course for English Language Learners.
- Suitable for high beginner to intermediate English Language Learners and above.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

### **Unit 1: Online Banking Uses and Benefits**

*Learn how to safely bank online, including how to securely send money and check your account balance.*

# Digital Skills for Social Media (ELL)

This collection of courses helps learners build knowledge around using and problem-solving with digital tools in different areas of daily life. While topics are similar to Digital Skills courses in English and Spanish, English for Digital Skills courses introduce concepts in simpler English, are at a slower pace, and highlight key vocabulary to introduce English terms.

- Course for English Language Learners.
- Suitable for high beginner to intermediate English Language Learners and above.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: Intro to Social Media**

*Learn about popular social media apps and their essential features, such as: DMs, public posts, and profiles.*

## **Unit 2: Privacy and Social Media**

*Learn tips to keep you and your family safe online, including how to change privacy settings on social media.*

## **Unit 3: Social Media and Mental Health**

*Learn about how cyberbullying, bad news, and comparisons on social media can impact mental health. Explore ways you can protect yourself and your loved ones.*

## **Unit 4: Identifying Red Flags on Social Media**

*How can you tell what to trust, when to check another source, or when to just ignore something you see on social media? Learn strategies for verifying the information you read to keep safe online.*

# Parenting Skills for English Language Learners

## **Courses:**

*Part of the “Stronger Starts” program*

Parenting Tools

Keeping Calm in Challenging Situations

Connecting with Your Child

Building Community

Teaching Your Child New Skills

Managing Power Struggles

# Stronger Starts: Parenting Skills for Ages 0-5

In partnership with First Five California, Stronger Starts is a program designed for parents, caregivers, and early childcare providers who support children from birth to age 5. This content offers practical tools to promote and maintain safe, stable, and nurturing relationships and environments—key factors linked to lifelong health outcomes. Through self-reflection questions and scenario-based learning, learners are guided to plan how to apply strategies in a way that respects both the adult and the child.

- This program is available in English, Spanish, and for English Language Learners
- This program takes about 5-6 hours to complete.
- Each course features a collection of short lessons that are 3 minutes or fewer. Each course takes an hour or less to complete.

## **Course 1: Parenting Tools**

*Learn four quick parenting tools to put into practice today: taking a pause, call and response, special time, and the benefits of a routine.*

## **Course 2: Keeping Calm in Challenging Situations**

*Caregiving is challenging. Learn tools for you and your child to stay calm in difficult moments.*

## **Course 3: Connecting with Your Child**

*Your love and care are so important for a child's growth. Learn the health benefits of your love and affection and tools to share more moments of brain-boosting connection.*

## **Course 4: Building Community**

*Consider the people in your life and resources available that can support with caregiving.*

## **Course 5: Teaching Your Child New Skills**

*A child is learning new things every day. Learn tools to help a child build skills to face life's challenges.*

**Course 6: Managing Power Struggles**

*As a child learns and grows, they will test the rules. Learn tools to respond consistently in challenging situations.*

# Spanish on the Go

## **Courses:**

Spanish Level 1

Spanish Level 1

Spanish for Hotel Professionals 1

Spanish for Hotel Professionals 2

Spanish for Restaurant Professionals 1

Spanish for Restaurant Professionals 2

Spanish for Healthcare Professionals

# Spanish Level 1

This collection of units helps English-speaking learners to build knowledge around the basics of the Spanish Language.

- Courses bilingual English/Spanish
- Suitable for learners at NCCSFL-ACTFL novice to novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Los saludos 1/Greetings 1**

*Greet others with basic phrases. Introduce oneself. Ask for names of others.*

## **Unit 2: Los saludos 2/Greetings 2**

*Ask and answer the question “Cómo estás /How are you?”*

## **Unit 3: Mi trabajo/My Job**

*Use “ser” to describe jobs and nationalities. Learn job titles in Spanish. .*

## **Unit 4: El horario 1/Schedules 1**

*Name the days of the week, and tell time using basic phrases. Learn how to express work schedules and availability with the question “Puedes trabajar/Can you work?”*

## **Unit 5: Las preguntas básicas/Basic Questions**

*Learn how to respond to ask and answer basic personal information questions: name, date of birth, age, address.*

## **Unit 6: La familia/Family**

*Use the verb “tener” in all present conjugations. Express family relationships using basic family tree vocabulary.*

# Spanish Level 2

This collection of units helps English-speaking learners to build knowledge around the basics of the Spanish Language.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Repaso/Review**

*Learners will review grammar and vocabulary from Spanish Level 1.*

## **Unit 2: Cómo soy/All About Me**

*Introduce others using the phrase “presento a.” Use adjectives to describe self and others. Describe self and others with the verb “ser.”*

## **Unit 3: Mi vida diaria/My Daily Routine**

*Form basic phrases about a daily routine with common verbs (ir, tomar, comer, etc). List the order of activities on a schedule with “primero,” “después,” “por último.”*

## **Unit 4: En el restaurante/In the Restaurant**

*Order food in a restaurant using simple phrases with “querer,” “tomar,” and “comer.” Learn names of common food and drinks. Learn jobs in a restaurant.*

## **Unit 5: Planes/Plans**

*Describe basic plans with “ir a.” Describe different times of day using “hoy,” “esta noche” and “mañana.”*

## **Unit 6: La ropa/Clothing**

*Ask how much something costs. Learn clothing vocabulary, including colors, and sizes. Make basic statements about what one is wearing with “llevar.”*

# Spanish Hotel Professionals Level 1

Cell-Ed's Spanish for Hotel Professionals Level 1 course offers learners a chance to develop essential vocabulary, grammar, and soft skills to navigate simple workplace scenarios in Spanish.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice to novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Los saludos 1/Greetings 1**

*Greet others with basic phrases. Introduce oneself. Ask for names of others.*

## **Unit 2: Los saludos 2/Greetings 2**

*Ask and answer the question "Cómo estás /How are you?"*

## **Unit 3: En el hotel: La junta diaria/In the Hotel: the Daily Meeting**

*Construct a basic greeting to use in a meeting. Introduce oneself in a meeting and practice skills from previous units in the context of an employee orientation.*

## **Unit 4: Mi trabajo/My Job**

*Use "ser" to describe jobs and nationalities. Learn job titles in Spanish. .*

## **Unit 5: El horario 1/Schedules 1**

*Name the days of the week, and tell time using basic phrases. Learn how to express work schedules and availability with the question "Puedes trabajar/Can you work?"*

## **Unit 6: En el hotel/Los departamentos y puestos de trabajo/In the Hotel: Departments and Jobs**

*Identify jobs in a hotel. State one's own job and jobs of others. Practice skills learned in previous units by creating simple job postings with a template.*

## **Unit 7: Las preguntas básicas/Basic Questions**

*Learn how to respond to ask and answer basic personal information questions: name, date of birth, age, address.*

## **Unit 8: La familia/Family**

*Use the verb “tener” in all present conjugations. Express family relationships using basic family tree vocabulary.*

**Unit 9: En el hotel: llamadas telefónicas con empleados/In the Hotel: Phone Calls with Employees**

*Recognize basic telephone greetings: Bueno, dígame, aló, etc. Construct basic phrases with the verb tener to describe symptoms, Name basic symptoms from a vocabulary list.*

# Spanish for Hotel Professionals Level 2

Cell-Ed's Spanish for Hotel Professionals Level 2 course offers learners a chance to develop essential vocabulary, grammar, and soft skills to navigate simple workplace scenarios in Spanish.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Repaso/Review**

*Learners will review grammar and vocabulary from Spanish Level 1.*

## **Unit 2: Cómo soy/All About Me**

*Introduce others using the phrase “presento a.” Use adjectives to describe self and others. Describe self and others with the verb “ser.”*

## **Unit 3: En el hotel/La entrevista: The Interview**

*Ask about and describe professional experience with the verb “tener.” Ask whether or not a prospective employee has certain professional characteristics from a vocabulary list.*

## **Unit 4: Mi vida diaria/My Daily Routine**

*Form basic phrases about a daily routine with common verbs (ir, tomar, comer, etc). List the order of activities on a schedule with “primero,” “después,” “por último.”*

## **Unit 5: En el restaurante/In the Restaurant**

*Order food in a restaurant using simple phrases with “querer,” “tomar,” and “comer.” Learn names of common food and drinks. Learn jobs in a restaurant.*

## **Unit 6: Planes/Plans**

*Describe basic plans with “ir a.” Describe different times of day using “hoy,” “esta noche” and “mañana.”*

## **Unit 7: En el hotel: Los deberes en el trabajo/Tasks at Work**

*Describe basic plans of self and others with “ir a.” Communicate basic workplace policies with the phrase “es importante.” Recognize common verbs for cleaning (lavar, limpiar, recoger).*

### **Unit 8: La ropa/Clothing**

*Ask how much something costs. Learn clothing vocabulary, including colors, and sizes. Make basic statements about what one is wearing with the verb “llevar.”*

### **Unit 9: En en hotel: Los uniformes/Uniforms**

*Make basic statements about what one is wearing in the present with the verb “llevar.” Describe the colors of clothing items.*

# Spanish for Restaurant Professionals Level

## 1

Cell-Ed's Spanish for Restaurant Professionals Level 1 course offers learners a chance to develop essential vocabulary, grammar, and soft skills to navigate simple workplace scenarios in Spanish.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice to novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

### **Unit 1: Saludos 1/Greetings 1**

*Greet others with basic phrases. Introduce oneself. Ask for names of others.*

### **Unit 2: Saludos 2/Greetings 2**

*Ask and answer the question "Cómo estás /How are you?"*

### **Unit 3: En el restaurant: La junta diaria/In the Restaurant: The Daily Meeting**

*Construct a basic greeting to use in a meeting. Introduce oneself in a meeting and practice skills from previous units in the context of an employee orientation.*

### **Unit 4: Mi trabajo/My Job**

*Use "ser" to describe jobs and nationalities. Learn job titles in Spanish. .*

### **Unit 5: El horario 1/Schedules 1**

*Name the days of the week, and tell time using basic phrases. Learn how to express work schedules and availability with the question "Puedes trabajar/Can you work?"*

### **Unit 6: En el restaurante/los puestos de trabajo/In the Restaurant: Jobs**

*Identify jobs in a restaurant. State one's own job and jobs of others. Practice skills learned in previous units by creating simple job postings with a template.*

### **Unit 7: Las preguntas básicas/Basic Questions**

*Learn how to respond to ask and answer basic personal information questions: name, date of birth, age, address.*

**Unit 8: La familia/Family**

*Use the verb “tener” in all present conjugations. Express family relationships using basic family tree vocabulary.*

**Unit 9: En el restaurante: llamadas telefónicas con empleados/In the Restaurant: Phone Calls with Employees**

*Recognize basic telephone greetings: Bueno, dígame, aló, etc. Construct basic phrases with the verb tener to describe symptoms, Name basic symptoms from a vocabulary list.*

# Spanish for Restaurant Professionals Level 2

Cell-Ed's Spanish for Restaurant Professionals Level 2 course offers learners a chance to develop essential vocabulary, grammar, and soft skills to navigate simple workplace scenarios in Spanish.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Repaso/Review**

*Learners will review grammar and vocabulary from Spanish Level 1.*

## **Unit 2: Cómo soy/All About Me**

*Introduce others using the phrase “presento a.” Use adjectives to describe self and others. Describe self and others with the verb “ser.”*

## **Unit 3: En el restaurante/La entrevista: The Interview**

*Ask about and describe professional experience with the verb “tener.” Ask whether or not a prospective employee has certain professional characteristics from a vocabulary list.*

## **Unit 4: Mi vida diaria/My Daily Routine**

*Form basic phrases about a daily routine with common verbs (ir, tomar, comer, etc). List the order of activities on a schedule with “primero,” “después,” “por último.”*

## **Unit 5: En el restaurante/In the Restaurant**

*Order food in a restaurant using simple phrases with “querer,” “tomar,” and “comer.” Learn names of common food and drinks. Learn jobs in a restaurant.*

## **Unit 6: Planes/Plans**

*Describe basic plans with “ir a.” Describe different times of day using “hoy,” “esta noche” and “mañana.”*

**Unit 7: En el restaurante: Los deberes en el trabajo/Tasks at Work**

*Describe basic plans of self and others with “ir a.” Communicate basic workplace policies with the phrase “es importante.” Recognize common verbs for cleaning (lavar, limpiar, recoger).*

**Unit 8: La ropa/Clothing**

*Ask how much something costs. Learn clothing vocabulary, including colors, and sizes. Make basic statements about what one is wearing with the verb “llevar.”*

**Unit 9: En en restaurante: Los uniformes/Uniforms**

*Make basic statements about what one is wearing in the present with the verb “llevar.” Describe the colors of clothing items.*

# Spanish for Healthcare Professionals, Level 1

Cell-Ed's Spanish for Healthcare Professionals Level 1 course offers learners a chance to develop essential vocabulary, grammar, and soft skills to navigate simple workplace scenarios in Spanish.

- Courses bilingual English/Spanish
- Suitable for learners at NCSSFL-ACTFL novice to novice mid range
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Saludos!/Greetings 1**

*Greet others with basic phrases. Introduce oneself. Ask for names of others. Ask and answer the question "Cómo estás /How are you?"*

## **Unit 2: No se preocupe!/Don't Worry!**

*Learn basic phrases to put patients at ease. Use "ser" to describe one's job.*

## **Unit 3: La familia/Family**

*Use the verb "tener" in all present conjugations. Express family relationships using basic family tree vocabulary.*

## **Unit 4: Los números/Numbers**

*Learn phrases to relay timing of appointments. Tell time at different points in the hour. Recognize numbers 1-60.*

## **Unit 5: El trato con los pacientes/Patient Care**

*Ask patients how they are feeling and if they need help. Recognize the difference between tú, usted, and ustedes in order to greet patients of different ages and levels.*

## **Unit 6: Las partes del cuerpo/Body Parts**

*Form questions and construct basic sentences about pain in the body using the phrases, "me duele" and "tengo dolor." Ask for the length of time the patient has been experiencing pain using the phrase, "cuánto tiempo." Describe periods of time with the verb "llevar."*

# U.S. Citizenship

## **Courses:**

Applying for U.S. Citizenship

Filling Out the N-400 Form

The Citizenship Interview

100 Questions of the Citizenship Test



# Applying for U.S. Citizenship

This course helps learners to prepare to go through the U.S. citizenship process in English.

- Courses for English Language Learners, and is taught in English
- Suitable for high beginner/low intermediate English listening and reading ability
- Aligns with CASAS Competencies and Content Standards
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Applying for U.S. Citizenship**

*Identify requirements of obtaining U.S. citizenship. Ask informational questions about the citizenship process. Identify where to get official forms for U.S. citizenship.*

# Filling Out the N-400 Form

This course walks learners through the N-400 form to apply for citizenship, reviewing key grammatical forms and vocabulary from challenging sections of the form.

- Courses for English Language Learners, and is taught in English
- Suitable for high beginner/low intermediate English listening and reading ability
- Aligns with CASAS Competencies and Content Standards
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Personal Information**

*Select appropriate responses to informational questions. Write basic information in the correct format for the N-400 form. Find official information for the U.S. citizenship process.*

## **Unit 2: Personal History**

*Learn how to answer questions with “How many” and “How long.” Use common vocabulary to explain information about employment, trips, marital status and children. Learn how to write basic information in the correct format for the N-400 form.*

## **Unit 3: Past Experiences**

*Answer basic questions about past experiences with “Have you ever.”*

# The Citizenship Interview

This course reviews common interview questions and responses in the U.S. citizenship interview, from greeting the interviewer confidently, to answering the interviewer's questions and completing reading/writing portions of the interview.

- Courses for English Language Learners, and is taught in English
- Suitable for high beginner/low intermediate English listening and reading ability
- Aligns with CASAS Competencies and Content Standards
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Speaking**

*Respond to basic small talk questions. Use simple requests for repetition or explanation/clarification.*

## **Unit 2: Reading & Writing**

*Read simple sentences that contain familiar vocabulary. Produce simple statements.*

# 100 Questions of the Citizenship Test

This course reviews 100 questions about U.S. government, history, and civics to prepare learners to take the U.S. citizenship exam.

- The course is taught in English and is suitable for English Language Learners, or English speakers.
- Aligns with CASAS Competencies
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 3-15 short lessons. Review units contain 15-20 lessons to review information from a set of units.

## **Unit 1: The President**

*Includes: Name of the president. How often a president is elected.*

## **Unit 2: Government Political Parties**

*Includes: Name of major political parties. Political party of the current president.*

## **Unit 3: Government: The Government's Branches**

*Includes: Powers of the federal government. Branches of the federal government.*

## **Unit 4: Government: The Legislative Branch**

*Includes: Parts of Congress. Number and roles of Congresspeople.*

## **Unit 5: Government: The Judicial Branch**

*Includes: Name of highest court. Number and role of justices.*

## **Unit 6: Government: The Executive Branch**

*Includes: Roles of the President, Vice President, Cabinet, Speaker of the House.*

## **Unit 7: State**

*Includes: Powers of the State. State officials.*

## **Unit 8: Review**

**Unit 9: Colonial Period and Independence**

*Includes: Original inhabitants of the continent. Facts about European settlers and the Declaration of Independence.*

**Unit 10: Constitution: Origins, Principles, and Amendments**

*Includes: What the Constitution includes. Constitutional amendments.*

**Unit 11: Review**

**Unit 12: History: 1800s and 1900s**

*Includes: Wars, Presidents, Movements, including Civil Rights, Women's Rights.*

**Unit 13: Review**

**Unit 14: Citizenship and Democracy**

*Includes: Rights and responsibilities of U.S. citizenships. Ways to participate in democracy. National holidays.*

**Unit 15: Geography**

*Includes: States that border the U.S. Oceans, rivers, and famous landmarks.*

**Unit 16: Final Review**

# Academic Skills Courses

**Courses:**

Reading and Writing

Math for Daily Life

# Reading and Writing Program

## **Courses:**

Intro to Reading (English Literacy)  
Vamos a Leer (Spanish Literacy)

Skillbuilder Reading 1  
Skillbuilder Reading 2  
Skillbuilder Writing  
Skillbuilder Social Studies

Advanced Skillbuilder 1  
Advanced Skillbuilder 2  
Advanced Skillbuilder 3

# Intro to Reading

Intro to Reading is a Cell-Ed course that provides speakers of English the opportunity to learn to read and write in English. Created with adult literacy experts and CASAS competencies, the course teaches adult learners reading skills using familiar, everyday topics. Participants learn to recognize letters and sounds, and after, complete words and sentences. The objectives are to propel learners to a Kindergarten reading level and to build their confidence in reading new words and sentences.

## CASAS Competencies

RDG 1.3 Identify letters of the English alphabet – upper and lower case

RDG 1.6 Demonstrate phonemic (sound units that form words) and phonological awareness, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).

RDG 1.7 Demonstrate understanding of and apply phonics and word analysis skills in decoding words

RDG 1.8 Read common high-frequency words by sight (e.g., the, is, of, to, you)

RDG 1.9 Read with sufficient accuracy and fluency to support comprehension

## Part 1:

### Learning Objectives

- Read a single sentence with the target letter

Unit	Letter and Sound Taught	First Sentence Example	Sentence Example
1	Overview		
2	M	M is for moon.	The man makes my food.
3	L	L is for lock.	The lady likes to learn.
4	S	S is for sun.	I will see Sam soon.
5	T	T is for tiger.	Tom takes two naps a day.
6	Review of M, L, S, T		

**Part 2:**

**Learning Objectives**

- Read multiple sentences with the target letter
- Answer comprehension questions about the key sentences

Unit	Letter and Sound Taught	First Sentence Example	Sentence Example
7	Short A	A is for apple.	That man has a hat. And he has a cat.
8	P	P is for pan.	Pat put a plant in a pot. People like the plant.
9	F	F is for fish.	I see my funny friend Fara from time to time. My family and I like her.
10	Hard C	C is for cat.	I called my friend Cam. He can come to class tomorrow.
11	Review of A, P, F, Hard C		
12	N	N is for nose.	I am not home now. I need to take a bus to the next street.
13	B	B is for bird.	The boy took his book to class because he has been learning his letters, but he will not be in the next class.
14	R	R is for road.	I really like to run in the rain. And I like to run right next to the river.
15	J	J is for jar.	Jack just joined his friend for a job in Japan. He jumped

			for joy when his friend asked him.
16	Review of N, B, R, J		
17	K	K is for key.	Kara keeps a kilo of apples in her kitchen. Ken keeps a kettle for tea in his kitchen.
18	Short I	I is for ink.	The boy will live with his sister in the city. It is his wish to have a little fish.
19	V	V is for vase.	I have five very big vases to give that man. He loves to save vases to give to people he visits.
20	G	G is for goat.	The girl gives very good gifts to her family. She is going to grow green plants in her garden for her grandmother.
21	Review of K, I, V, G		

### Part 3:

#### Learning Objectives

- Read paragraphs with the target letter
- Answer comprehension questions about the key sentences

Unit	Letter and Sound Taught	First Sentence Example	Sentence Example
22	W	W is for web.	We want to learn words with W well. Which words will we



			work with when we learn the next letter?
23	D	D is for dog.	A: What did you do today? B: I fell down on my back during my run in a different park. I decided to go see a doctor, but she didn't have time because she was done for the day.
24	H	H is for heart.	Hal and his family had a house on a hill when he was a kid. One hot day, Hal jumped on the hill and hurt his head, so his sister helped him go home.
25	Short U	U is for umbrella.	It is sunny right now, but we must take an umbrella to work with us because it is going to rain so much. The rain will not start until later today.
26	Review of W, D, H, U		
27	Y	Y is for yogurt.	Yesterday Yara asked her grandmother, "What did you do when you were young?"  Her grandmother said, "I played in the yard with the same friends for years. Yes, I helped my family in the house! And I ate lots of yams!"



28	Z	Z is for zebra.	I see a dozen zebras in the zoo. They gaze at me too. I wish the zebras can be free, so they can graze all day and zigzag to where they want to be.
29	X	X is for fox.	Maxi sends her son a text to get her at the exit of the market because she has a big box of yams. It is five o'clock, but he cannot come until six, so she gets the next taxi.
30	O	O is for ox.	My kids' top spot to visit is their grandmother's garden. They like to visit their grandmother a lot, so it is not odd that I often drop them off there.
31	E	E is for egg.	My friend Ella went to sell her special fresh eggs. Will she have some eggs left at the end of the day?
32	Qu	Q is for queen.	Quincy does quite well on his quizzes. He does not quit quickly when it comes to learning.

# Vamos a Leer (Spanish Literacy)

Vamos a Leer is a Cell-Ed program that provides speakers of Spanish the opportunity to learn to read and write in Spanish. Cell-Ed’s Vamos a Leer offers original content, based on the proven approach and trusted methodology of Mexico’s INEA, in teaching adults how to read and write Spanish. Participants learn to recognize letters and sounds, then progress to form syllables and after, complete words. Learners use this knowledge to quickly read and write complete sentences. On average, learners advance two grade levels in reading ability in as little as three months. Vamos a Leer offers self-paced, engaging lessons with real-world scenarios and sentences.

## PART 1: UNIT 1 to 26

Unit	Letter and Sound Taught	First Word and Sentence Sample
1	A E I O U	E U A I O from word Educación
2	E	Estrella
3	U	Uno
4	A	Arbol
5	I	Iglesia
6	O	Ojo
7	Review A E I O U	
8	M	Mama ama a Memo.
9	L	Lola lee a Lili.
10	P	Lupe lee el mapa.
11	S	El sapo es mío.
12	N	La luna no salió.



13	T	Tito lee a su tío.
14	D	Daniel duda de papá.
15	R	Raul le dio la risa a Rosa.
16	RR	El perro es mío.
17	J	Jose está lejos de mí.
18	V	Eva ve a Valería.
19	C- Hard Sound	Carmen cuida a Conrado en su casa.
20	C- Soft Sound	Celia le da la noticia a su vecino.
21	Ch	Checho echo chile a la leche.
22	F	Felipe fue a la feria.
23	B	Beto le dio un beso a Bárbara.
24	G- Hard Sound	A Gabriel le gusta cantar.
25	G- Soft Sound	Mucha gente es generosa.
26	Q	Raquel quiere comer el queso.

## PART 2: UNIT 1 to 26

Unit	Letter and Sound Taught	First Word and Sentence Sample
27	Z	Beto empezó a rezar el sábado.
28	Ñ	Ana sueña con enseñar a leer a su niña.
29	Gu- Gue, Gui	Miguel sigue tocando la guitarra.
30	H	Ahora mi hermano vive en Honduras.



31	Y	Ayer estuve con Yolanda.
32	LL	Ella está llena después de la cena.
33	K	El kilo es una medida de peso.
34	W	Walter aprendió a leer.
35	X	Fumar es tóxico a la salud.
36	TR	Patricia entra al tren.
37	PL	Voy a cumplir con la meta de estudiar.
38	PR	Mi primo siempre prepara la comida.
39	BL	Blanca y José hablan con sus hijos.
40	BR	Me gusta leer los libros.
41	GR	Graciela le da las gracias a su maestra.
42	TL	El atlas nos ayuda a ubicar los países.
43	CR	Cristina fue a San Cristobal.
44	GL	Gloria habla inglés.
45	FR	Fresno es frío a veces.
46	FL	Las flores del jardín son lindas.
47	CL	Juan toca el clarín bien claro.
48	Final Review	Maria no estaba contenta porque no sabía leer. Ahora sí sabe porque estudió mucho. Ya le puede ayudar a sus hijos.

# Skillbuilder Reading 1

This course helps learners recognize and count syllables in words, and understand the sounds of vowels and consonants. Each unit features short texts with familiar topics to develop basic reading skills. Skills include predicting, inferencing, and answering simple comprehension questions. The objectives include to propel learners to a 1st to 2nd-grade reading level and to build their confidence in reading new words and sentences.

## **Unit 1: Intro to Reading**

*Introduction to vowels and consonants. Recognize and count syllables.*

## **Unit 2: The Short A Sound**

*Intro to the short A sound in pictures, stories, words (bat, ran, van, tan).*

## **Unit 3: The Short O sound**

*Intro to short O sound in pictures, stories, words (as in pot, lot, plot, got).*

## **Unit 4: The Short I Sound**

*Intro to short I sound in pictures, stories, words (as in sip, tip, pit, fit, will, bill).*

## **Unit 5: The Short U Sound**

*Intro to short U sound in pictures, stories, words (as in cut, must, just, fun, cup).*

## **Unit 6: The Short E Sound**

*Intro to short E sound in pictures, stories, words (as in test, best, rest, lent, sent), Introduction to inferencing and predicting.*

## **Unit 7: The Digraph “-ck”**

*Intro to digraph -ck in pictures, stories, words (as in back, pack, sick, rock). Introduction to inferencing and predicting.*

## **Unit 8: The Digraph “-ch”**

*Intro to digraph -ch and trigraph -tch in pictures, stories, words. Introduction to inferencing and predicting.*

## Skillbuilder Reading 2

This course helps learners develop more advanced reading skills, including identifying the main idea and details, summarizing, and using context clues to understand new words. By reading texts with fun and interesting topics (soccer, nature), learners also practice parts of speech, word types, and word structure. etc. Its overall objective is to propel learners to a 3rd to 4th grade reading level upon course completion. This course is also useful for advanced ELL learners (BEST Plus score of 7+) looking for additional reading and writing practice.

### **Unit 1: Intro and All About Soccer**

*Understand the order of a reading. Interpret a timeline. Identify sequence words.*

### **Unit 2: Around the World**

*Identify the missing part of a sentence: subject and verb. Answer basic reading comprehension questions related to famous landmarks.*

### **Unit 3: Superfoods to the Rescue**

*Distinguish between main idea and details. Identify a topic sentence. Answer basic reading comprehension questions about superfoods.*

### **Unit 4: People Who Changed the World**

*Summarize ideas into one's own words. Answer basic reading comprehension questions about famous people throughout history.*

### **Unit 5: Word Games!**

*Identify parts of speech. Complete sentences with the correct part of speech.*

### **Unit 6: Forces of Nature**

*Restate information using one's own words. Answer basic reading comprehension questions about recycling and the domestication of pets and bees.*

### **Unit 7: Generational Differences**

*Use context clues to identify the meaning of unknown words. Answer basic reading comprehension questions about texts related to generational differences.*

**Unit 8: The How-To Guide to Everything!**

*Identify sequence words in how-to instructions. Order sentences correctly. Answer basic reading comprehension questions about instructions.*

**Unit 9: Review 1**

*Review parts of speech, word types and structure. Decipher meanings using context clues. Answer basic reading comprehension questions.*

**Unit 10: Review 2**

*Review how to summarize, identify the main idea. Distinguish between main idea and details. Answer basic reading comprehension questions*

# Skillbuilder Writing

This course helps learners understand basic grammar and the structure of the English language by reviewing texts on interesting topics (famous musicians, activism). Learners review the structure and organization of paragraphs, identify types of sentences, and write introduction and conclusion sentences in paragraphs. Most units culminate in providing templates for learners to practice writing short texts or letters about a topic from the unit. Its overall objective is to propel learners to a 3rd to 4th grade reading level upon course completion. This course is also useful for advanced ELL learners (BEST Plus score of 7+) looking for additional reading and writing practice.

## **Unit 1: Famous Musicians**

*Introduction to subject/verb agreements. Read texts about famous musicians and answer comprehension questions. Practice writing a short text with a template about a favorite musician.*

## **Unit 2: Read the Fine Print**

*Combine sentences using “and” and “but.” Read basic agreements and answer comprehension questions. Practice writing a short text with a template about the uses and benefits of technology.*

## **Unit 3: Write Right!**

*Identify subject/object pronouns and recognize common homophones and homographs.*

## **Unit 4: You’re Invited!**

*Learn conventions of punctuation. Read texts about cultural celebrations and answer questions. Practice writing a thank you note with a template.*

## **Unit 5: Their Stories**

*Review pronouns. Read texts about famous authors and answer questions. Practice writing a paragraph about a challenge and what was learned from the experience.*

## **Unit 6: If, then...**

*Identify relationships with cause and effect. Practice writing by forming a paragraph defining a successful person.*

## **Unit 7: Comparing and Contrasting: TV**

*Learn transition words to clarify and bridge ideas. Practice writing by forming a paragraph about a favorite TV show and why.*

**Unit 8: Activism**

*Read texts about protests and answer comprehension questions. Identify a main idea and a detail from a text. Practice writing a letter to a government official about an issue.*

# Skillbuilder Social Studies

This course helps learners develop a basic understanding of US and World History, Economics, and Geography. Learners read and analyze texts, graphs, charts and maps to improve their reading and writing skills. Each unit contains multi-paragraph texts with questions, as well as charts, graphs, maps, and/or tables to critically examine. Its overall objective is to propel learners to a 5th grade reading level upon course completion. This course is also useful for advanced ESL learners (BEST Plus score of 7+) looking for more reading and writing practice.

## **Unit 1: Native American History**

*Read and analyze maps and texts to examine the consequences of the arrival of Europeans for American Indigenous people. Identify key leaders in Native American history and the modern Native American experience.*

## **Unit 2: Colonial American History**

*Read and analyze key documents to make inferences about the Founding Fathers and the lack of representation of BIPOC and women. Define key words in the documents of early American history. Apply the amendments to modern-day scenarios.*

## **Unit 3: The West**

*Read and analyze texts and paintings to examine the consequences for American Indigenous people as white settlers moved west in the westward expansion of 1800-1900.. Distinguish between fact and opinion and identify opinion words in texts and quotes.*

## **Unit 4: Slavery and the Civil War**

*Identify the main idea of paragraphs in texts about key people and places of the Civil War era and the Underground Railroad, the modern-day effects of discrimination and police brutality against Black people, and the creation of Black Lives Matter.*

## **Unit 5: Workers' Rights and Immigration**

*Analyze historical photographs, maps, and texts to explore the history of the Industrial Revolution, workers' rights and immigration in the late 19th and early 20th centuries, including the reasons behind a shift in population from rural to urban areas, and people and events of the farmworkers' rights movement of the 20th and 21st centuries.*

**Unit 6: Money and the Economy**

*Read and analyze charts and graphs and texts to examine basic economic concepts, such as supply and demand, in modern scenarios, including pay disparity.*

**Unit 7: The Ancient World and Today**

*Summarize main ideas in multi-paragraph texts to explore ancient civilizations of the Egyptians, Mayas, and Greeks. Examine how contributions of these civilizations influence modern society.*

# Advanced Skillbuilder 1

A course for English speakers starting at a 4th or 5th grade reading level, Advanced SkillBuilder: Reading offers learners a chance to learn tangible strategies to improve reading comprehension skills while sharpening critical thinking skills. Throughout the course, learners use different strategies of reading, such as skimming and scanning, to fit a wide variety of reading materials, including instructions, warranties, leases, ads, brochures, and articles. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. The overall objective is to propel learners to read at a secondary school reading level upon course completion.

*Competencies for this course are based on CASAS.*

## **Unit 1: Finding Information**

- *Locate key words in information questions*
- *Skim texts to determine the general meaning or subject matter of simple texts*
- *Scan texts to find details and facts in simple texts*
- *Interpret simple instructions about everyday situations*

## Advanced Skillbuilder 2

A course for English speakers starting at a 6th or 7th grade reading level, Advanced SkillBuilder: Reading 2 offers learners a chance to learn tangible strategies to improve reading comprehension skills while sharpening critical thinking skills. Throughout the course, learners use different strategies of reading, such as skimming and scanning, to fit a wide variety of reading materials, including instructions, warranties, leases, ads, brochures, and articles. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. The overall objective is to propel learners to read at a secondary school reading level upon course completion.

*Competencies for this course are based on CASAS.*

### **Unit 1: Finding and Using Information**

- *Interpret information from increasingly complex forms, ads, and manuals*
- *Compare details from different parts of an increasingly complex text*
- *Locate key words in a variety of information questions*
- *Skim texts to determine the general meaning or subject matter of increasingly complex narratives*
- *Scan texts to find details and facts in increasingly complex narratives*

## Advanced Skillbuilder 3

A course for English speakers starting at a 7th to 8th grade reading level, Advanced SkillBuilder: Reading 2 offers learners a chance to learn tangible strategies to improve reading comprehension skills while sharpening critical thinking skills. Throughout the course, learners use different strategies of reading, such as skimming and scanning, to fit a wide variety of reading materials, including instructions, warranties, leases, ads, brochures, and articles. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. The overall objective is to propel learners to read at a secondary school reading level upon course completion.

*Competencies for this course are based on CASAS.*

### **Unit 1: Using and Creating Information**

- *Make inferences and draw conclusions from complex texts*
- *Compare details from different parts of a text to answer questions*
- *Locate key words in a variety of information questions*
- *Skim texts to determine the general meaning or subject matter of complex texts*
- *Scan texts to find details and facts in complex texts*

# Math for Daily Life Program

## **Courses:**

Skillbuilder Math:

Addition and Subtraction

Multiplication

Division

Advanced Skillbuilder Math 1

Advanced Skillbuilder Math 2

Advanced Skillbuilder Math 3

Advanced Skillbuilder Charts, Graphs and Tables 1

Advanced Skillbuilder Charts, Graphs and Tables 2

# Skillbuilder Math: Addition and Subtraction

Skillbuilder Math helps adult learners use everyday situations to strengthen their abilities in basic operations of addition and subtraction, multiplication, and division. Practice begins with single-digit addition and subtraction and continues to double- and triple-digit operations, including carrying and borrowing.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening ability.
- Competencies for this course are based on CASAS.
- Each unit is a collection of short lessons that are 3 minutes or fewer.

## **Unit 1: Learn How**

*Interact with worked examples of single-digit addition and subtraction problems and double- and triple-digit addition and subtraction problems using carrying and borrowing.*

## **Unit 2: Show You Know**

*Practice unit to solve real-world math situations using addition and subtraction with less support.*

# Skillbuilder Math: Multiplication

Skillbuilder Math helps adult learners use everyday situations to strengthen their abilities in basic operations of addition and subtraction, multiplication, and division. This course covers times tables and multiplying numbers by 10.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening ability.
- Competencies for this course are based on CASAS.
- Each unit is a collection of short lessons that are 3 minutes or fewer.

## **Unit 1: Learn How**

*Interact with worked examples of single- and double-digit multiplication problems using regrouping. Review of multiplication facts 1-9 are provided, as well as to mentally solve problems  $\times 10$  or  $\times 100$ .*

## **Unit 2: Show You Know**

*Practice unit to solve real-world math situations with single and double-digit multiplication, using regrouping with less support.*

# Skillbuilder Math: Division

Skillbuilder Math helps adult learners use everyday situations to strengthen their abilities in basic operations of addition and subtraction, multiplication, and division. This course covers dividing numbers by 10.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening ability.
- Competencies for this course are based on CASAS.
- Each unit is a collection of short lessons that are 3 minutes or fewer.

## **Unit 1: Learn How**

*Interact with worked examples of single- and double-digit division problems problems using the inverse relationship of multiplication. Review of division problems 1-9 are provided, as well as strategies to estimate.*

## **Unit 2: Show You Know**

*Practice unit to solve real-world math situations with single and double-digit division, using estimation, with less support.*

# Advanced Skillbuilder Math 1

Advanced SkillBuilder: Math offers learners a chance to enhance reading skills while sharpening math reasoning. In this course, learners work with numbers found in visual data, such as charts, graphs, forms, and ads commonly used at workplaces and in daily life.

In each exercise, learners read a text, or interpret and gather numbers from visual data, determine which math operation to use, then find a solution using addition, subtraction, multiplication, and/or percents. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. Upon completion of this course, learners will be able to interpret and solve problems using multiple operations.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening and reading ability.
- Competencies for this course are based on CASAS.

## Unit 1: Addition and Subtraction

- *Interpret and use information from simple and complex forms, charts, tables and graphs*
- *Use context to determine the correct math operation*
- *Apply double-and triple-digit addition and subtraction using carrying and borrowing to solve real-world math situations*
- *Apply double-digit multiplication and division to solve real-world math situations*

## Advanced Skillbuilder Math 2

Advanced SkillBuilder: Math offers learners a chance to enhance reading skills while sharpening math reasoning. In this course, learners work with numbers found in visual data, such as charts, graphs, forms, and ads commonly used at workplaces and in daily life.

In each exercise, learners read a text, or interpret and gather numbers from visual data, determine which math operation to use, then find a solution using addition, subtraction, multiplication, and/or percents. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. Upon completion of this course, learners will be able to interpret and solve problems using multiple operations.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening and reading ability.
- Competencies for this course are based on CASAS.

### **Unit 1: Multiplication and Division**

- *Interpret and use information from simple and complex forms, charts, tables and graphs*
- *Use context to determine the correct math operation*
- *Apply addition, subtraction, multiplication and division to solve real-world math situations*
- *Convert percents to their decimal equivalent to solve problems*

## Advanced Skillbuilder Math 3

Advanced SkillBuilder: Math offers learners a chance to enhance reading skills while sharpening math reasoning. In this course, learners work with numbers found in visual data, such as charts, graphs, forms, and ads commonly used at workplaces and in daily life.

In each exercise, learners read a text, or interpret and gather numbers from visual data, determine which math operation to use, then find a solution using addition, subtraction, multiplication, and/or percents. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. Upon completion of this course, learners will be able to interpret and solve problems using multiple operations.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening and reading ability.
- Competencies for this course are based on CASAS.

### Unit 1: Percents and Multi-Step Problems

- *Interpret and use information from simple and complex forms, charts, tables and graphs*
- *Use context to determine the correct math operation*
- *Apply addition, subtraction, multiplication, and division to solve real-world math situations*
- *Convert percents to their decimal equivalent to solve problems*
- *Calculate a percentage using everyday contexts*

# Advanced Skillbuilder Charts, Graphs, and Tables 1

A course for English speakers at a 4th grade reading level and up, Advanced SkillBuilder: Charts, Graphs, and Tables offers learners a chance to learn and practice key strategies to read charts, graphs, tables, forms, and ads commonly used at workplaces and in daily life more quickly and easily. This self-guided course allows learners to work at their own pace, while also providing audio support from teachers. Upon completion of this course, learners will be able to find a piece of information and answer a question.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening and reading ability.
- Competencies for this course are based on CASAS.

## **Unit 1: Locating a Piece of Information**

- *Locate key words in information questions*
- *Recognize different types of text features used in charts, graphs, and labels*
- *Locate information in a variety of formatted documents*

# Advanced Charts, Graphs, and Tables 2

Upon completion of this course, learners will be able to find multiple pieces of information and put the information together to answer questions.

- This course is in English and is suitable for English speakers or English Language Learners with strong listening and reading ability.
- Competencies for this course are based on CASAS.

## **Unit 1: Locating and Integrating Multiple Pieces of Information**

- *Locate information on increasingly complex charts and documents.*
- *Locate multiple pieces of information on increasingly complex charts and documents.*
- *Identify key words in information questions and written instruction*
- *Compare multiple pieces of information found in charts, graphs, and forms.*
- *Identify different text features used in charts, graphs, and labels*
- *Synthesize multiple pieces of information found in formatted documents*
- *Make inferences about multiple pieces of information found in formatted texts*

# WorkReady: Skills for Work Program

**Courses:**

Exploring Job Options and Opportunities

Starting a New Job

Communicating on the Job

Creative Problem-Solving

Goal Setting

Work-Life Balance

Understanding Cultural Diversity

Time Management

Financial Management

Building Self-Confidence at Work

# Exploring Job Options and Opportunities

This course helps learners develop skills and knowledge to explore new opportunities. Learners analyze skills and interests, identify where to get help when searching for a new job, use an internet search engine tool to look for career pathway opportunities, and review what to do before, during, and after an interview.

- The course is available in English and Spanish.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Exploring Interests and Careers**

*Analyze one's skills and interests. Identify where to get help when searching for a new job.*

## **Unit 2: Searching for a New Job**

*Use an internet search engine tool to look for career pathway opportunities. Learn to use Indeed.com as a tool to search for available jobs in their area.*

## **Unit 3: Acing the Interview**

*Learn interview strategies, such as appropriate body language, researching the company, reviewing common questions and answers, and time awareness.*

# Starting a New Job

This course prepares learners to succeed when starting a new job. Through articles and real-world scenarios, learners review how to make a good first impression; review steps to open, write, and send emails; identify appropriate language in speaking, emails and texts; and learn simple ways to take initiative at work.

- The course is available in English and Spanish.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Starting a New Job**

*Analyze a new work environment to understand workplace culture and communication patterns. Identify simple ways to take initiative at work. Use an email service to open, write and send emails*

# Communicating on the Job

This course helps learners develop skills and knowledge to effectively communicate with different people at work. Learners review phrases to use in different situations, learn ways of asking for help/clarification, practice language to respond to and offer feedback, and identify tips for staying calm to communicate in a professional setting.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Communicating with Coworkers**

*Identify professional phrases to use at work with coworkers. Identify and analyze tips for staying calm to communicate with coworkers Convert “You statements” to “I statements”*

## **Unit 2: Communicating with Your Boss**

*Identify and analyze tips for staying calm to communicate with supervisors. Use language to ask for help/clarification when needed. Identify professional language to respond to and offer feedback.*

## **Unit 3: Communicating with Customers**

*Identify professional phrases to use at work with customers. Convert confrontational “You statements” to “I statements.”*

# Creative Problem Solving

This course guides learners through different and creative ways to solve problems, especially at work. Learn steps for solving problems, evaluate common workplace scenarios and identify possible solutions.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Creative Problem Solving**

*Follow steps to explore solutions for solving problems. Evaluate possible solutions to common workplace problems. Use a search engine to locate solutions online.*

# Goal Setting

This course focuses on setting and achieving personal goals. Through articles and real-world examples, learners review the importance of setting goals, learn a framework for setting and achieving small and large goals, and reflect on personal goals.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Goal Setting**

*Learn the SMART framework for setting goals. Reflect on personal goals and answer evaluation questions. Create a calendar reminder on a phone to aid in creating habits and routine.*

# Work-Life Balance

This course reviews strategies for finding work-life balance. Learners build self-awareness of times of high stress, review the mental and physical benefits of stress relief, and identify tips to help find moments of relief during the day.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Work-Life Balance**

*Learn why unplugging from technology is key for mental health. Learn strategies for stress relief and basic science behind these strategies. Evaluate tasks in order to prioritize them.*

# Understanding Cultural Diversity

In this course, learners reflect on their personal beliefs about diversity, review laws that protect groups at work in the U.S., read statistics in charts and graphs about race, gender and salary inequalities, and reflect on the benefits of a diverse workplace.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Cultural Diversity**

*Learn laws that protect groups in the US. Analyze statistics in charts and graphs about race, gender and salary inequalities. Identify professional language for respecting differences. Identify examples of workplace harassment. Identify examples of cyber harassment.*

# Time Management

This course invites learners to reflect on the differences in cultural understanding of time and personal understanding of time. Strategies to manage and respect others' understanding of time are introduced, such as labeling tasks to prioritize them, notifying a supervisor of issues regarding time, and effective planning of time.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Time Management**

*Label tasks in order to prioritize them. Use a calendar app to set reminders and manage time.*

*Reflect on personal and different cultural senses of time.*

# Financial Management

This course reviews essential topics and skills for effective personal financial management. Learners review steps to create a budget and practice multiplication to calculate monthly and annual spending. Concepts such as what it means to buy on credit, how interest works, and tips for online banking, are also introduced.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Financial Management**

*Identify short and long term budgeting goals. List detailed steps to follow in order to budget. Define different types of expenses (fixed vs. variable). Define “interest” Calculate basic interest problems.*

# Building Self-Confidence at Work

This course invites learners to identify personal and professional strengths and weaknesses, reflect on negative thought patterns, and identify strategies to contradict negative self thoughts to build self-confidence at work.

- The course is available in English.
- Aligns with workforce frameworks, such as Employability Skills Framework
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units of this course contain 15-20 lessons.

## **Unit 1: Building Self-Confidence at Work**

*Identify personal and professional strengths and weaknesses. Reflect on negative thought patterns and learn strategies to contradict negative self thoughts.*

# Life Skills Programs

Business Skills and Managing Money  
Digital Skills  
Community Resources  
Parenting Strategies & Early Childhood Development  
Educational Opportunities  
Health

# Business Skills and Managing Money

## **Courses:**

Managing Money for Business and Life

Introduction to Marketing

Community Safety

# Managing Money for Business and Life

This course helps learners to develop the financial skills to run a business with confidence. Through real-world examples and activities, learners will identify the benefits of essential financial tools such as making a budget, pricing items for a profit, collecting documentation for taxes, and formal banking.

- Course is available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Making a Budget**

*Identify business expenses. Then, practice using profit and sales to determine a budget.*

## **Unit 2: Pricing Items**

*Is a business's prices too high, too low, or just right? Learn more about strategies for pricing items to be competitive with the market.*

## **Unit 3: Introduction to Taxes**

*Learn the basics of paying taxes as a business owner.*

## **Unit 4: Banking in the U.S.**

*Consider different ways of handling money for business and the benefits and risks of each.*

# Introduction to Marketing

This course helps learners develop the essential work and soft skills to run a business with confidence. Through real-world examples and activities, learners will identify the benefits of marketing and practice strategies to increase their reach to customers.

- Course is available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

### **Unit 1: Attracting Customers**

*Learn how the 5 Ps (People, Product, Price, Place, and Promotion) can help you grow your business.*

# Community Safety

This course helps small business owners to recognize and carry out best practices for keeping their community safe. Through real-world examples and activities, learners will practice essential skills for bystander intervention and self-advocacy.

- Courses available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Bystander Intervention**

*Identify different types of conflict and abuse in the workplace. Differentiate between the 4 D's of bystander intervention and their importance. Choose safety prevention and intervention strategies best suited for the individual.*

## **Unit 2: Self-Advocacy**

*Define different components of the self-advocacy pipeline: Learn, connect, and empower. Identify ways to practice self-advocacy as harm reduction and community health. Choose relevant tools for practicing self-advocacy.*

# Digital Skills

## **Courses:**

Introduction to Digital Skills

Digital Skills for Work

Digital Skills for Health and Social Services

Online Banking Uses and Benefits

How to Use a Mouse

Problem-Solving Tech Issues

# Introduction to Digital Skills

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish, and for English Language Learners in the *English for Digital Skills* Program.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Sign Up for Email - English, Spanish, English Language Learners (ELL)**

*Learn how to create an email account and a strong password.*

## **Unit 2: How to Download an App - English, Spanish, ELL**

*Learn how to find and download apps, and troubleshoot a forgotten password.*

## **Unit 3: How to Navigate the Internet - English, Spanish, ELL**

*Learn how to do a quick online search using a web browser.*

## **Unit 4: Using Links to Connect to the Internet - English, Spanish, ELL**

*Learn when and how to click on links to do tasks online, like joining a meeting with a child's teacher.*

## **Unit 5: Finding Information Online- English, Spanish, ELL**

*Learn a five-step process to improve online search results and get the type of information you need faster.*

# Digital Skills for Work

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish, and for English Language Learners in the *English for Digital Skills* Program.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Use a Job Search Website - English, Spanish, ELL**

*Get started with a popular job search website. Learn how to quickly find the best job postings for you.*

## **Unit 2: How to Fill Out an Online Job Application - English, Spanish, ELL**

*Look at different examples of online applications and troubleshoot common issues with online forms.*

## **Unit 3: How to Use and Manage Your Email Inbox - English, Spanish, ELL**

*Explore tips for sending and receiving emails, and using your email inbox during the job search.*

## **Unit 4: Intro to Google Docs- English, Spanish, ELL**

*Get started with word processing with a free tool. Learn how to get to, create, edit, and save a document, and the basics of document organization.*

## **Unit 5: How to Use Google Docs Templates to Create a Resume- English, Spanish, ELL**

*Learn how to create and customize a resume with Google Docs by using features such as: cut, copy and paste, undo and redo, font styles, and more.*

## **Unit 6: - Intro to Google Sheets- English, Spanish, ELL**

*Learn how to create a spreadsheet for making lists, budgeting, and more. Get started using features such as: merging and formatting cells and adding a formula.*

**Unit 7: Intro to Google Slides- English, Spanish, ELL**

*Learn how to create and customize a slideshow for presentations by changing themes, adding text boxes, duplicating slides, and more.*

**Unit 8: How to Send Your Google Files in an Email - English, Spanish, ELL**

*How can you share your professional or personal work with others? Learn how to add your work as an attachment or a link to your email, and safety tips for sending and opening attachments in email.*

# Digital Skills for Health and Social Services

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish, and for English Language Learners in the *English for Digital Skills* Program.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Find and Use Information on a Portal - English, Spanish, ELL**

*Learn how and why to use a website for a doctor, agency, or school.*

## **Unit 2: Finding Reliable Health Information - English, Spanish, ELL**

*How can you tell what to trust when you're looking at health information? Learn strategies for verifying information you read and determining trustworthiness of health websites, apps, and social media posts.*

## **Unit 3: Accessing Electronic Personal Health Records- English, Spanish, ELL**

*You have a right to obtain your health records. Learn how to find and keep electronic records of your healthcare.*

# Online Banking Uses and Benefits

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish, and for English Language Learners in the *English for Digital Skills* Program.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: Online Banking Uses and Benefits - English, Spanish, ELL**

*Learn how to safely bank online, including how to securely send money and check your account balance.*

# Digital Skills for Social Media

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish, and for English Language Learners in the *English for Digital Skills* Program.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: Intro to Social Media - English, Spanish, ELL**

*Learn about popular social media apps and their essential features, such as: DMs, public posts, and profiles.*

## **Unit 2: Privacy and Social Media - English, Spanish, ELL**

*Learn tips to keep you and your family safe online, including how to change privacy settings on social media.*

## **Unit 3: Social Media and Mental Health - English, Spanish, ELL**

*Learn about how cyberbullying, bad news, and comparisons on social media can impact mental health. Explore ways you can protect yourself and your loved ones.*

## **Unit 4: Identifying Red Flags on Social Media- English, Spanish, ELL**

*How can you tell what to trust, when to check another source, or when to just ignore something you see on social media? Learn strategies for verifying the information you read to keep safe online.*

# How to Use a Computer Mouse

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: How to Use a Mouse-** English, Spanish

*Learn functions of the left click, right click, and how to click and drag using a cursor or mouse.*

# Problem-Solving Tech Issues

This collection of courses helps learners to build knowledge around using and problem-solving with digital tools in different areas of daily life, as well as develop strategies to find, use, and analyze reliable information from the internet and social media.

- Courses available in English, Spanish.
- Learners can take Course 1 to learn foundational digital skills, then do Course 2, 3, 4, 5, 6 or 7 in any order!
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete
- Designed with reference to national and international digital skills frameworks competencies (*Northstar, Essential Digital Skills UK, Google, GSMA Mobile Internet Skills Toolkit, TCALL: Texas A&M*)

## **Unit 1: What do I do if my computer freezes? - English, Spanish**

*Troubleshoot a computer freeze by reviewing how to exit a program.*

## **Unit 2: What do I do if my window disappears? - English, Spanish**

*Troubleshoot a disappearing window by reviewing how to navigate between windows and tabs.*

## **Unit 3: What do I do if I forget my password?- English, Spanish**

*Troubleshoot a forgotten password, learn security questions best practices, and how to use password managers.*

## **Unit 4: What do I do if I lose WiFi or internet connection?- English, Spanish**

*Troubleshoot WiFi connection issues by reviewing how to check your connection and using airplane mode*

# Community Resources

## Courses:

Preparing to Vote

Preparing to Vote

This course helps learners identify reliable information they may encounter when preparing to vote. Using real world examples, learners are shown how to recognize a safe government website based on the URL. After learning the meaning of bias, learners evaluate the quality of both print and digital messaging based on their sources.

- Course is available in English and Spanish
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

### **Unit 1: Preparing to Vote**

*Identify who can vote or register to vote. Recognize a safe government website. Determine the quality of information based on the reliability of sources.*

# Parenting Strategies & Early Childhood Development

## **Courses:**

Building Future Readers: Tips for Parents and Caregivers  
Communicating with Educators

*Part of the “Stronger Starts” program*

Parenting Tools

Keeping Calm in Challenging Situations

Connecting with Your Child

Building Community

Teaching Your Child New Skills

Managing Power Struggles

# Building Future Readers: Tips for Parents and Caregivers

This is a course for parents, caregivers, and early childcare providers looking to explore and engage with high-yield literacy strategies to support the literacy development of children ages 3-8. The course uses self-reflection questions and scenario-based learning to help learners visualize and plan how they can apply strategies in a way that honors the adult and the child's experiences.

- Course is available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Building Simple Literacy Strategies**

*Recognize when and how literacy begins. Relate personal experiences and preferences to literary strategies. Plan to incorporate habits of literacy.*

## **Unit 2: Building Reading Strategies**

*Identify questions to prompt conversation before and during reading. Construct open-ended questions that spark conversation. Recognize examples of positive praise. Plan ways to apply strategies.*

# Communicating with Educators

This course helps parents prepare for meetings with their child’s educator. Receive questions to ask a child and the child’s educator about their progress. Review different ways to communicate with educators and a school. Identify communication tools that work best.

- Course is available in English and Spanish
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Communicating with Educators**

*Practice using questions and methods of communication with a child and a child’s educator through scenarios provided in this unit.*

## **Unit 2: Advocating for Your Child in School**

*Learn about rights children have for learning. Recognize signs a child needs an Individualized Education Plan. Identify a reliable method of requesting educational services for a child.*

# Stronger Starts: Parenting Tools for Ages 0-5

In partnership with First Five California, Stronger Starts is a program designed for parents, caregivers, and early childcare providers who support children from birth to age 5. This content offers practical tools to promote and maintain safe, stable, and nurturing relationships and environments—key factors linked to lifelong health outcomes. Through self-reflection questions and scenario-based learning, learners are guided to plan how to apply strategies in a way that respects both the adult and the child.

- This program is available in English, Spanish, and for English Language Learners
- This program takes about 5-6 hours to complete.
- Each course features a collection of short lessons that are 3 minutes or fewer. Each course takes an hour or less to complete.

## **Course 1: Parenting Tools**

*Learn four quick parenting tools to put into practice today: taking a pause, call and response, special time, and the benefits of a routine.*

## **Course 2: Keeping Calm in Challenging Situations**

*Caregiving is challenging. Learn tools for you and your child to stay calm in difficult moments.*

## **Course 3: Strengthening Bonds with Your Child**

*Your love and care are so important for a child's growth. Learn the health benefits of your love and affection and tools to share more moments of brain-boosting connection.*

## **Course 4: Building Community**

*Consider the people in your life and resources available that can support with caregiving.*

## **Course 5: Teaching Your Child Problem-Solving Skills**

*A child is learning new things every day. Learn tools to help a child build skills to face life's challenges.*

## **Course 6: Managing Power Struggles**

*As a child learns and grows, they will test the rules. Learn tools to respond consistently in challenging situations.*

# Educational Opportunities

## **Courses:**

Intro to Educational Pathways

Financing Your Education

# Introduction to Educational Pathways (STEPS)

STEPS (Steps Toward Educational Pathways and Success) is a suite of short courses designed for underserved and underrepresented learners in higher learning, including parent learners, first-gen students, and those from low-resource communities. These courses include key information on the various pathways available, how to pay for higher ed, as well as the skills required to identify and overcome challenges.

- Course is available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Intro to Educational Pathways**

*Compare possible pathways to obtain a diploma, vocational training and/or certification. Consider interests and reasons for wanting to pursue a certification or diploma of any kind. Use graphs and charts to answer questions about the benefits of earning a degree, diploma, training, and/or certification.*

## **Unit 2: Identifying and Overcoming Potential Barriers**

*Identify personal obstacles to overcome to pursue goals. Evaluate options by considering the pros and cons. Examine the options, process, and key resources that lead up to a college application decision.*

# Financing Your Education (STEPS)

This course provides learners with information on how to pay for education. By reviewing real-world scenarios, learners understand the different financial aid options (grants, loans, work study), identify common terms and steps to complete the FAFSA, review resources and steps when applying for scholarships, examine key vocabulary related to student loans, and evaluate the risks and benefits of different student loans.

- Course is available in English and Spanish
- This course takes between 1-5 hours to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Applying for Financial Aid: The FAFSA**

*Differentiate between financial aid options (grants, loans, work study). Identify common terms and instructions on the FAFSA. Comprehend a sample award letter and compare aid packages. Create a plan to fill out the FAFSA.*

## **Unit 2: Scholarships**

*Identify reliable sources for scholarship information. Name different qualities to be used to search for unique scholarships. Identify several community-based organizations that may offer scholarships. Name steps to follow when applying for scholarships. Explore and identify key elements of a scholarship essay.*

## **Unit 3: Student Loans**

*Define vocabulary related to student loans: principal, interest, federal v. private, subsidized v. unsubsidized. Begin to evaluate the risks and benefits of different student loans.*

# Health

## **Courses:**

Communicating with Healthcare Professionals  
Reading a Medicine Label

# Communicating with Healthcare Providers

This course helps learners prepare for and communicate with their healthcare provider during medical appointments. Learners are introduced to vocabulary they can use to express their symptoms and concerns in detail. They are also provided with a script template and practice scenarios to experience how this language can help when speaking with providers. Learners are also given a list of clarifying questions to ask at the end of an appointment, along with many other tips and tools that can help them feel empowered to communicate with their provider.

- The course is available in English and Spanish.
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Communicating with Healthcare Providers**

*Describe symptoms to healthcare providers. Ask clarifying questions to advocate for oneself in a healthcare setting.*

# Reading a Medicine Label

This course helps learners identify their personal information on a medicine label, the information of their doctor and pharmacy, and how to interpret instructions for taking the medicine. Not all labels are the same, but this unit simplifies reading a medicine label by grouping the common information found on a label into common categories. This course is filled with examples and scenarios, so learners have the opportunity to practice reading the different kinds of labels they may encounter.

- The course is for Spanish speakers and is available in bilingual English/Spanish.
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer. Units usually take an hour or less to complete.

## **Unit 1: Reading a Medicine Label**

*Identify information on a medicine label such as pharmacy details and dosage. Interpret instructions for taking the medicine by reading example labels.*

# Know Your Rights

## **Courses:**

Know Your Rights

Immigration Terms & Pathways

Immigration Legal Consultations

# Know Your Rights

Know your rights and be prepared. This course helps learners understand their rights under the U.S. Constitution and how to confidently exercise them at home and in public. Through engaging visuals, real-life scenarios, and sample dialogues, learners gain practical language and tools to take action and plan ahead. The course also includes trusted resources for finding legal help, creating a family emergency plan, and connecting with local support services like public libraries.

*\*This content is for general informational purposes only. Cell-Ed does not provide legal advice. For legal advice, please contact a licensed immigration attorney or Department of Justice accredited representative.*

- The course is for English speakers, English Language Learners. A version for Spanish speakers is also available.
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer.

## **Unit 1: Know Your Rights in the Home**

Learn about rights protected under the United States Constitution: the right to silence, the right to see a warrant, the right to a lawyer, and what those rights mean in your private space.

## **Unit 2: Know Your Rights in Public**

Review your rights protected under the United States Constitution and learn which rights are relevant in a public space.

## **Unit 3: Making a Plan**

Follow a 5 step checklist to gather information for the family in case of emergency.

# Immigration Terms & Pathways

Explore the U.S. immigration system with confidence. This course introduces key terms and concepts commonly encountered when researching immigration pathways. Organized glossaries break down essential vocabulary by category, helping learners better understand the overall immigration system and terminology. Learners also receive direct links to trusted resources, including official government websites and tools to find licensed immigration attorneys or accredited representatives.

*\*This content is for general informational purposes only. Cell-Ed does not provide legal advice. For legal advice, please contact a licensed immigration attorney or Department of Justice accredited representative.*

- The course is for English speakers, English Language Learners. A version for Spanish speakers is also available.
- This course takes about 30 minutes to complete.

## **Unit 1: Immigration Terms and Pathways**

Learn common terms in the U.S. immigration system, including immigration “benefits,” “statuses,” “asylum” and “adjustment of status.”

# Immigration Legal Consultations

Learn how to find and receive trusted legal help for immigration cases. This course explains who is qualified to provide immigration legal services and what professional standards they must follow. Learners also get practical tips on how to prepare for a legal appointment, including the types of documents to bring, questions to ask, and how to protect themselves and their loved ones from immigration scams. Learners receive direct links to search for licensed immigration attorneys and Department of Justice accredited representatives, as well as forms to directly report fraud or unlicensed legal services.

*\*This content is for general informational purposes only. Cell-Ed does not provide legal advice. For legal advice, please contact a licensed immigration attorney or Department of Justice accredited representative.*

- The course is for English speakers, English Language Learners. A version for Spanish speakers is also available.
- This course takes about 1 hour to complete.
- Each unit is a collection of short lessons that are 3 minutes or fewer.

## **Unit 1: Finding a Legal Provider**

Learn who can provide legal advice in immigration cases, and how you can recognize signs of possible immigration scams.

## **Unit 2: Meeting with a Legal Service Provider**

Learn what to expect from an appointment with a legal service provider about an immigration case. Information includes the general process to expect, the documents to bring, the questions to ask, and signs that the legal service provider is a trusted professional.