

Correlations¹

| Unit | Correlations to National Standards | | | Correlations to State Standards | |
|---|--|--|--|---|---|
| | SCANS Competencies | CASAS Life Skill Competencies | EFF Content Standards | Florida | Texas |
| 1 Your life and work page 6 | <ul style="list-style-type: none"> Understands social systems Interprets and communicates information Demonstrates interpersonal skills | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 1.1.5, 2.1.7, 2.1.8, 2.3.3, 4.6.2, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 | Student's Book: 35.01, 35.02, 35.03, 35.04, 37.01, 37.02, 37.03, 37.04, 40.01, 40.02, 40.04, 47.01, 47.02, 49.09, 50.01, 50.02 Workbook: 40.01, 40.02, 47.01, 47.02, 49.09, 50.01, 50.02 | Student's Book: 35.01, 35.02, 35.03, 35.04, 37.01, 37.02, 37.03, 37.04, 40.01, 40.02, 40.04, 47.01, 47.02, 49.09, 50.01, 50.02 Workbook: 40.01, 40.02, 47.01, 47.02, 49.09, 50.01, 50.02 |
| 2 Your environment page 18 | <ul style="list-style-type: none"> Interprets and communicates information Understands social systems Serves clients and customers Negotiates | 0.1.1, 1.1.2, 1.1.3, 1.1.4, 0.2.1, 1.4.1, 1.4.2, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Listen Actively 1–4 Take Responsibility for Learning 1, 3, 6 Use Information and Communications Technology 1–3 | Student's Book: 41.06, 43.02, 45.07, 46.01, 48.03, 49.09, 49.14, 50.01 Workbook: 43.02, 45.07, 46.01, 48.03, 49.09, 50.01 | Student's Book: 41.06, 43.02, 45.07, 46.01, 48.03, 49.09, 49.14, 50.01 Workbook: 43.02, 45.07, 46.01, 48.03, 49.09, 50.01 |
| 3 Your equipment and machines page 30 | <ul style="list-style-type: none"> Acquires and evaluates information Interprets and communicates information Serves clients / customers Maintains and troubleshoots equipment | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 1.5.3, 1.9.6, 1.9.7, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 Take Responsibility for Learning 1, 3, 6 Use Information and Communications Technology 1–3 | Student's Book: 38.01, 43.05, 43.06, 45.07, 46.01, 49.09, 50.01 Workbook: 38.01, 49.09, 50.01 | Student's Book: 38.01, 43.05, 43.06, 45.07, 46.01, 49.09, 50.01 Workbook: 38.01, 49.09, 50.01 |
| 4 Your customers page 42 | <ul style="list-style-type: none"> Acquires and evaluates information Negotiates Understands systems | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 1.2.1, 1.2.2, 1.3.5, 1.6.3, 4.8.3, 4.8.4, 6.4.1, 7.2.3, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Listen Actively 1–4 Use Math to Solve Problems and Communicate 1, 3, 5 Use Information and Communications Technology 1–3 | Student's Book: 41.02, 41.04, 42.02, 45.01, 45.02, 45.05, 45.06, 49.03, 49.05, 50.04 Workbook: 41.02, 42.02, 45.01, 45.02, 45.05, 45.06, 49.03, 49.05, 50.04 | Student's Book: 41.02, 41.04, 42.02, 45.01, 45.02, 45.05, 45.06, 49.03, 49.05, 50.04 Workbook: 41.02, 42.02, 45.01, 45.02, 45.05, 45.06, 49.03, 49.05, 50.04 |
| 5 Your time page 54 | <ul style="list-style-type: none"> Serves customers Understands systems Acquires and evaluates information Interprets and communicates information | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 2.1.7, 2.1.8, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 4.6.2, 6.6.6, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 Take Responsibility for Learning 1, 3, 6 | Student's Book: 36.01, 36.02, 36.03, 43.03, 43.04, 49.09, 49.12, 50.02, 50.04, 50.05 Workbook: 36.02, 43.03, 43.04, 49.09, 50.02, 50.05 | Student's Book: 36.01, 36.02, 36.03, 43.03, 43.04, 49.09, 49.12, 50.02, 50.04, 50.05 Workbook: 36.02, 43.03, 43.04, 49.09, 50.02, 50.05 |

¹Correlations are also available at www.longman.com/correlations.

| Unit | Correlations to National Standards | | | Correlations to State Standards | |
|---|---|---|--|--|--|
| | SCANS Competencies | CASAS Life Skill Competencies | EFF Content Standards | Florida | Texas |
| 6 Your supplies and resources page 66 | <ul style="list-style-type: none"> Acquires and stores materials efficiently Communicates information Understands organizational systems | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 1.1.4, 1.1.7, 4.5.1, 4.7.2, 6.1.3, 7.5.7, 8.2.3 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Use Math to Solve Problems and Communicate 1–3 Cooperate with Others 1, 2, 4 Take Responsibility for Learning 1, 3, 6 Use Information and Communications Technology 1–3 | Student’s Book: 35.01, 35.02, 36.01, 36.03, 36.04, 36.05, 37.04, 38.01, 49.09, 50.02 Workbook: 38.01, 49.09, 50.02 | Student’s Book: 35.01, 35.02, 36.01, 36.03, 36.04, 36.05, 37.04, 38.01, 49.09, 50.02 Workbook: 38.01, 49.09, 50.02 |
| 7 Your relationships page 78 | <ul style="list-style-type: none"> Acquires and evaluates information Interprets and communicates information Understands organizational systems | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 0.2.4, 4.2.4, 4.5.1, 7.5.7, 8.2.3, 8.2.4 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 Take Responsibility for Learning 1, 3, 6 Use Information and Communications Technology 1–3 | Student’s Book: 35.06, 36.01, 36.02, 36.03, 36.05, 37.04, 39.01, 39.02, 39.03, 39.04, 41.03, 49.03, 49.07, 50.02, 50.04 Workbook: 36.02, 36.03, 36.05, 39.02, 39.03, 39.04, 50.02 | Student’s Book: 35.06, 36.01, 36.02, 36.03, 36.05, 37.04, 39.01, 39.02, 39.03, 39.04, 41.03, 49.03, 49.07, 50.02, 50.04 Workbook: 36.02, 36.03, 36.05, 39.02, 39.03, 39.04, 50.02 |
| 8 Your health and safety page 90 | <ul style="list-style-type: none"> Teaches others new skills Acquires and evaluates information Interprets and communicates information | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 1.4.8, 2.1.2, 3.4.2, 4.3.1, 4.3.3, 4.6.2, 7.3.1, 7.3.2, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 Use Information and Communications Technology 1–3 | Student’s Book: 35.05, 36.03, 39.01, 40.03, 42.01, 44.01, 44.02, 45.08, 49.12, 50.02, 50.04 Workbook: 36.03, 36.05, 44.01, 44.02, 45.08, 50.02 | Student’s Book: 35.05, 36.03, 39.01, 40.03, 42.01, 44.01, 44.02, 49.12, 50.02, 50.04 Workbook: 36.03, 36.05, 44.01, 44.02, 50.02 |
| 9 Your money page 102 | <ul style="list-style-type: none"> Understands systems Acquires and evaluates information | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 0.2.1, 1.1.6, 1.3.1, 1.5.3, 1.8.3, 4.5.1, 4.8.3, 6.0.1, 6.0.2, 6.0.3, 6.0.4, 6.1.1, 6.1.2, 7.2.3, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Listen Actively 1–4 Use Math to Solve Problems and Communicate 1–3, 5 | Student’s Book: 36.01, 39.01, 42.03, 42.04, 42.05, 49.03, 49.05, 50.04 Workbook: 42.03, 42.04, 42.05, 49.03, 49.05, 49.09, 50.04 | Student’s Book: 36.01, 39.01, 42.03, 42.04, 42.05, 49.03, 49.05, 50.04 Workbook: 42.03, 42.04, 42.05, 49.03, 49.05, 49.09, 50.04 |
| 10 Your career page 114 | <ul style="list-style-type: none"> Acquires and evaluates information Understands organizational systems Interprets and communicates information | 0.1.1, 0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.1.7, 2.1.8, 3.2.3, 3.2.4, 4.2.1, 7.5.7 | A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> Read with Understanding 1–5 Convey Ideas in Writing 1–3 Speak So Others Can Understand 1–3 Listen Actively 1–4 Take Responsibility for Learning 1, 3, 6 Use Information and Communications Technology 1–3 | Student’s Book: 35.02, 35.07, 36.01, 36.05, 36.06, 37.01, 39.01, 41.05, 50.02 Workbook: 35.02, 35.06, 35.07, 36.01, 36.05, 37.01, 39.01, 50.02 | Student’s Book: 35.02, 35.07, 36.01, 36.05, 36.06, 37.01, 39.01, 41.05, 50.02 Workbook: 35.02, 35.06, 35.07, 36.01, 36.05, 37.01, 37.05 (skills for test taking), 39.01, 50.02 |

Scope and sequence

| Unit | Workplace Skills | Lifeskills | Grammar | Grammar Booster |
|---|---|--|--|--|
| 1 Your life and work page 6 Grammar Booster page GB-1 | <ul style="list-style-type: none"> • Takes telephone messages • Leaves telephone messages | <ul style="list-style-type: none"> • Uses the telephone to make and receive calls • Reads a weather map • Interprets information about weather conditions | <ul style="list-style-type: none"> • <u>Will</u> and <u>won't</u> for the future • Object pronouns <u>me</u>, <u>you</u>, <u>him</u>, <u>her</u>, <u>us</u> • <u>Would like to</u> + verb | <ul style="list-style-type: none"> • <u>Will</u> and <u>won't</u> for the future: statements • <u>Will</u> in <u>yes/no</u> questions and answers • <u>Will</u> in information questions • Object pronouns <u>me</u>, <u>you</u>, <u>him</u>, <u>her</u>, <u>us</u> • <u>Would like to</u> + verb in statements • <u>Would like to</u> + verb in <u>yes/no</u> questions and short answers • <u>Would like to</u> + verb in information questions |
| 2 Your environment page 18 Grammar Booster page GB-5 | <ul style="list-style-type: none"> • Answers real estate queries • Asks about real estate needs | <ul style="list-style-type: none"> • Selects housing by interpreting classified advertisements • Inquires about the neighborhood • Interprets lease and rental agreements • Fills out a rental information form | <ul style="list-style-type: none"> • Object pronouns <u>it</u> and <u>them</u> • Placement of two object pronouns in a sentence | <ul style="list-style-type: none"> • Object pronouns <u>it</u> and <u>them</u> • Placement of objects |
| 3 Your equipment and machines page 30 Grammar Booster page GB-7 | <ul style="list-style-type: none"> • Reports problems with machines • Interprets operating instructions and warnings • Fills out a repair order • Gives estimates | <ul style="list-style-type: none"> • Reports problems with vehicles and machines • Asks for an estimate • Interprets information to obtain estimates and repairs • Interprets dashboard warning lights • Schedules a repair | <ul style="list-style-type: none"> • <u>It</u> and <u>them</u> with two-word verbs • The past continuous and the simple past tense • Review: object pronouns <u>it</u> and <u>them</u> • Review: the simple past tense | <ul style="list-style-type: none"> • <u>It</u> and <u>them</u> with two-word verbs • The past continuous: statements • The past continuous: <u>yes/no</u> questions and short answers • The past continuous: information questions • The past continuous and the simple past |
| 4 Your customers page 42 Grammar Booster page GB-10 | <ul style="list-style-type: none"> • Offers and fills out a rain check • Apologizes and offers to correct a mistake • Checks sales receipts | <ul style="list-style-type: none"> • Interprets advertisements • Compares prices • Makes a return or exchange • Requests a rain check • Discusses a problem with a purchase | <ul style="list-style-type: none"> • Comparisons with adjectives: comparatives • <u>One / ones</u> • Questions with <u>Which</u> | <ul style="list-style-type: none"> • Comparisons with adjectives: comparatives • <u>One/ones</u> and questions with <u>which</u> |
| 5 Your time page 54 Grammar Booster page GB-13 | <ul style="list-style-type: none"> • Provides schedule and fare information • Explains lateness • Sells tickets • Writes an e-mail message | <ul style="list-style-type: none"> • Uses different types of transportation • Interprets transportation schedules and fares • Purchases tickets | <ul style="list-style-type: none"> • <u>Should</u> • <u>Could</u> | <ul style="list-style-type: none"> • <u>Should/Shouldn't</u>: statements • <u>Should</u>: <u>yes/no</u> questions and short answers • <u>Should</u>: information questions • <u>Could/couldn't</u>: statements • <u>Could</u>: <u>yes/no</u> questions and answers • <u>Could</u> in information questions |

| | Social Language | Vocabulary | Civics/Culture Concepts | Math Concepts and Practical Math Skills | Critical Thinking Skills |
|--|--|--|---|--|---|
| | <p>How to</p> <ul style="list-style-type: none"> • Answer the telephone at work • Take and leave a telephone message • Talk about the weather | <ul style="list-style-type: none"> • Weather-related terminology • Times of day • Meals | <ul style="list-style-type: none"> • Introduce co-workers or friends who don't know each other. (W)¹ • Understand and use telephone etiquette. | <ul style="list-style-type: none"> • Understand and state telephone numbers • Interpret Fahrenheit temperatures on a weather map | <ul style="list-style-type: none"> • Reasoning (uses logic to draw conclusions from available information) |
| | <p>How to</p> <ul style="list-style-type: none"> • Ask about renting an apartment or house • Talk about a neighborhood • Ask about paying later | <ul style="list-style-type: none"> • Types of housing • Rooms • Places in the neighborhood • Household bills | <ul style="list-style-type: none"> • Signing a lease legally binds a renter to its terms. • Expect to pay a security deposit when signing a lease. • Rent may or may not include utilities. • Some landlords do not allow pets. | <ul style="list-style-type: none"> • Understand spatial relationships • Compare rents • Calculate a security deposit based on rent • Apply concept of "maximum" in making rental decisions | <ul style="list-style-type: none"> • Decision-making (specifies constraints, evaluates and chooses the best alternative) |
| | <p>How to</p> <ul style="list-style-type: none"> • Describe a mechanical problem • Leave a machine or vehicle for repair • Offer to call later | <ul style="list-style-type: none"> • Vehicles • Parts of cars and trucks • Products for cars | <ul style="list-style-type: none"> • It's OK to ask for an estimate before having a repair done. | <ul style="list-style-type: none"> • Understand concept of a cost estimate • Distinguish between a span of time and a point in time | <ul style="list-style-type: none"> • Problem-solving (recognizes a problem and implements a plan of action) |
| | <p>How to</p> <ul style="list-style-type: none"> • Respond to a complaint • Clarify • Discuss an overcharge | <ul style="list-style-type: none"> • Personal care products • Medicines • Common drugstore items | <ul style="list-style-type: none"> • It's OK to ask for less expensive products. • Speak up about a possible overcharge. • Customers are entitled to return defective purchases. • Be aware of terms and conditions for sales. | <ul style="list-style-type: none"> • Understand and compare prices • Determine cost of items based on advertising and stated limitations • Understand U.S. units of measurement | <ul style="list-style-type: none"> • Problem-solving (recognizes that a problem exists, implements a plan of action to resolve it) |
| | <p>How to</p> <ul style="list-style-type: none"> • Buy a ticket • Ask about bus or train fares and schedules • Ask about lateness | <ul style="list-style-type: none"> • Transportation and commuting | <ul style="list-style-type: none"> • Be aware of fare-paying policies on public transportation. • Employees are expected to call if they are going to be late. • Understand schedules and plan ahead when using public transportation. | <ul style="list-style-type: none"> • Calculate wait time • Based on intervals, calculate departure times • Select departure time in order to arrive before a certain point in time | <ul style="list-style-type: none"> • Decision-making (evaluates and chooses the best alternative) |

¹Welcome Unit

Scope and sequence

| Unit | Workplace Skills | Lifeskills | Grammar | Grammar Booster |
|--|---|---|---|---|
| 6 Your supplies and resources page 66 Grammar Booster page GB-17 | <ul style="list-style-type: none"> • Demonstrates effective management of material resources • Asks someone to get supplies • Offers assistance with a job • Talks about inventory • Orders supplies | <ul style="list-style-type: none"> • Offers assistance with a chore • Politely declines an offer of assistance • Expresses thanks | <ul style="list-style-type: none"> • Agreeing with <u>too</u> and <u>either</u> • <u>A, an, and the</u> • The present continuous for the future • Review: the simple present tense and the present continuous | <ul style="list-style-type: none"> • Agreeing with <u>too</u> and <u>either</u>: simple present tense • Agreeing with <u>too</u> and <u>either</u>: present continuous and <u>be</u> • <u>A, an, and the</u> • The present continuous for the future |
| 7 Your relationships page 78 Grammar Booster page GB-20 | <ul style="list-style-type: none"> • Interprets personnel policies and job manuals • Selects and analyzes work-related information and communicates it to others orally • Discusses workplace rules | <ul style="list-style-type: none"> • Assesses personal needs related to work schedules • Understands procedures and rules | <ul style="list-style-type: none"> • <u>If</u> in statements about the future • <u>Had better</u> • <u>Would rather</u> • Review: imperatives | <ul style="list-style-type: none"> • <u>If</u> in statements about the future with commands • <u>If</u> in statements about the future with <u>will</u> • <u>If</u> in statements about the future with present tense • <u>Had better</u> in statements • <u>Would rather</u> in statements • <u>Would rather</u> in questions with <u>or</u> |
| 8 Your health and safety page 90 Grammar Booster page GB-23 | <ul style="list-style-type: none"> • Demonstrates ability to follow proper maintenance procedures • Follows, clarifies, and gives warnings and instructions in the workplace • Reads fire safety warnings | <ul style="list-style-type: none"> • Gives and understands warnings • Writes a note warning of a possible problem • Explains consequences of carelessness | <ul style="list-style-type: none"> • Responding with <u>I will</u> and <u>I won't</u> • <u>Might</u> • Review: <u>will</u> and <u>won't</u> for the future | <ul style="list-style-type: none"> • <u>Might</u> • Responding with <u>I will</u> and <u>I won't</u> to express willingness |
| 9 Your money page 102 Grammar Booster page GB-25 | <ul style="list-style-type: none"> • Demonstrates the use of savings and checking accounts • Interprets the procedures and forms associated with banking services | <ul style="list-style-type: none"> • Opens a bank account • Fills out deposit and withdrawal slips • Reads a bank statement • Cashes a check | <ul style="list-style-type: none"> • Comparisons with adjectives: superlatives • Questions of degree • Review: comparative forms of adjectives | <ul style="list-style-type: none"> • Comparisons with adjectives: superlatives • Questions of degree with <u>How</u> |
| 10 Your career page 114 Grammar Booster page GB-27 | <ul style="list-style-type: none"> • Interprets company-paid benefits • Follows company policies • Understands paychecks and pay stubs • Completes a benefits enrollment form | <ul style="list-style-type: none"> • Identifies sources of information and assistance within a system • Makes a helpful suggestion regarding employment • Compares and contrasts benefits and policies | <ul style="list-style-type: none"> • The present perfect with <u>already</u> and <u>yet, for</u> and <u>since</u> • <u>Be supposed to</u> and suggestions with <u>Why</u> • Review: past participles | <ul style="list-style-type: none"> • The present perfect: statements • The present perfect with <u>already</u> and <u>yet</u> • The present perfect with <u>since</u> and <u>for</u> • The present perfect: questions • <u>Be supposed to</u>: statements • <u>Be supposed to</u>: questions • Suggestions with <u>Why</u> |

| | Social Language | Vocabulary | Civics/Culture Concepts | Math Concepts and Practical Math Skills | Critical Thinking Skills |
|--|---|---|--|---|---|
| | <p>How to</p> <ul style="list-style-type: none"> • Ask for and offer a favor • Accept or decline an offer • Express gratitude | <ul style="list-style-type: none"> • Bedroom and bathroom furniture, fixtures, and supplies | <ul style="list-style-type: none"> • It's OK to ask co-workers for help. • Offer to help co-workers. • It's important to express gratitude. | <ul style="list-style-type: none"> • Calculate difference between supplies in stock and supplies needed • Estimate supplies needed in a given situation | <ul style="list-style-type: none"> • Problem-solving (implements a plan of action to resolve a problem) • Reasoning (uses logic to draw conclusions from available information) |
| | <p>How to</p> <ul style="list-style-type: none"> • Advise someone not to break the rules • Offer a choice • Ask for time to decide • Offer and accept advice | <ul style="list-style-type: none"> • Work, family, and community relationships • Relating to others | <ul style="list-style-type: none"> • Know where smoking is prohibited. • It's essential to know and follow an employer's policies. • Express concern for others' problems. • Employees are often entitled to family or parental leave and emergency childcare. | <ul style="list-style-type: none"> • Determine amount of leave employees are eligible for | <ul style="list-style-type: none"> • Decision-making (specifies goals and constraints, evaluates and chooses the best alternative) • Reasoning (determines which conclusions are correct) |
| | <p>How to</p> <ul style="list-style-type: none"> • Warn someone about danger • Report a dangerous situation • Remind someone to do something | <ul style="list-style-type: none"> • Safety and danger | <ul style="list-style-type: none"> • Residents are often legally entitled to smoke detectors. • It's a duty to warn others and report dangerous situations. • Express gratitude for help. | <ul style="list-style-type: none"> • Estimate how often activities are engaged in within a given period of time • Understand periodicity of time in maintaining fire safety equipment • Follow sequential directions | <ul style="list-style-type: none"> • Reasoning (determines which conclusions are correct when given facts and conclusions) |
| | <p>How to</p> <ul style="list-style-type: none"> • Ask for information in a bank • Ask how long something will take • Remember something you forgot to do | <ul style="list-style-type: none"> • Banking and check-cashing offices | <ul style="list-style-type: none"> • Expect to pay a fee when using another bank's ATM. • Customers are entitled to ask about terms of bank products and services. | <ul style="list-style-type: none"> • Understand fees and interest rates • Calculate total deposit amount • Calculate checking account balance | <ul style="list-style-type: none"> • Reasoning (draws conclusions from available information) |
| | <p>How to</p> <ul style="list-style-type: none"> • Ask about a benefits plan • Remind someone about an obligation • Express sympathy over loss of a job • Suggest solutions or alternatives | <ul style="list-style-type: none"> • Health insurance • Employer-paid benefits | <ul style="list-style-type: none"> • Be aware of company-paid entitlements. • Follow the rules set by your insurance company to ensure maximum healthcare coverage. • Express concern for another's misfortune and offer to help. • It is considered rude to ask about another's income. | <ul style="list-style-type: none"> • Understand concepts of reimbursement and co-payment • Compare time requirements and benefits of vacation and sick day policies • Calculate net pay by subtracting deductions from gross pay • Correct math error in pay stub | <ul style="list-style-type: none"> • Decision-making (specifies goals and constraints, generates alternatives) • Problem-solving (devises a plan of action) |