

English as a Second Language Content Standards for Adult Education
High Beginning
 CASAS, 191-200

Strand One: Learners will be able to express themselves in English for social, personal, and self-expressive purposes.						
Standard 1: Learners will identify and use appropriate language to communicate effectively in everyday situations. (Speaking)	Dates taught:					
Ask for clarification and understanding.						
Respond appropriately to oral requests.						
a) Communicate survival needs and interact in simple social interactions.						
b)						
Standard 2: Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)	Dates taught:					
Comprehend questions about familiar topics.						
Follow two-step directions.						
a) Identify new and relevant information.						
b) Identify and respond to requests for clarification and elaboration.						
c) Comprehend details in short messages.						
d) Extract limited information from conversation.						
e) Begin to understand body language used to clarify and confirm understanding.						
f)						
Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)	Dates taught:					
Read and interpret simple, every day materials.						
Read a simple paragraph on a single topic with familiar vocabulary.						
c) Follow simple written directions.						
a) Scan for specific information on familiar documents.						
b)						
d)						

Standard 4: Learners will be able to use the writing skills needed in everyday life to meet personal and interpersonal social and business needs. (Writing)	Dates taught:					
Write simple sentences on familiar topics with limited vocabulary.						
b) Write simple note or message.						
a) c) Use basic punctuation (commas in a series, capitalization, exclamation						
Express ideas in writing on a limited basis in routine and familiar situations.						
g) points, and periods. Complete short simple forms, including easily worded applications.						
Standard 5: Learners will be able to use numeracy in everyday situations, including the classroom and workplace. They will be able to use numeracy in producing and understanding oral communication, as well as in reading and writing. (Numbers)	Dates taught:					
e) Identify, name, and produce larger Arabic numerals, 1,000-10,000.						
Use numerals to recognize and produce more complex and complete personal information.						
a) b) c) Use numerals in daily situations involving consumer information and monetary						
Use numerals in daily situations involving time and clocks (analog and						
d) Perform multiplication and division using whole numbers.						
h) transactions. Introduce fractions, decimals and percents.						
e) digital), dates, and calendars.						
f)	Dates taught:					
Strand Two: Learners will be able to use English for academic purposes.						
Standard 1: Learners will use oral English to interact in the classroom. (Speaking)						
Request information and assistance.						
b) Express likes, dislikes, and needs.						
a) c) Ask and answer simple questions.						

Standard 2: Learners will be able to identify the meanings of spoken English in the academic environment at increasingly more complex levels. (Listening)	Dates taught:					
Comprehend a range of questions about familiar topics.						
Follow two-step directions in a variety of situations.						
a) c) Identify new and relevant information.						
b) Identify and respond to requests for clarification and elaboration.						
Comprehend some details in short messages.						
d) Extract limited information from conversation.						
e) Begin to understand body language used to clarify and confirm understanding.						
f)						
g)						
Standard 3: Learners will be able to interpret and apply reading skills and strategies to decode written material and use different levels of critical thinking. (Reading)	Dates taught:					
a) Interpret and follow directions.						
b) Follow simple written instructions from the teacher.						
c) Apply sound/symbol relationships to decode consonant blends and familiar short						
d) Scan for specific information on familiar documents.						
Interpret and follow directions.						
Standard 4: Learners will be able to use effective writing structures for a variety of audiences, purposes, and settings, including the standard conventions of written English (e.g. sentence, paragraph, essay, and rhetorical modes) and negotiate meaning between writer and reader. (Writing)	Dates taught:					
Write simple sentences on familiar topics with limited vocabulary.						
b) Copy a paragraph using a certain format.						
c) Write simple words or phrases from dictation.						
a)						

Standard 5: Learners will be able to self-monitor oral and written speech for accuracy in grammar, pronunciation, and word choice. (Accuracy and Fluency)	Dates taught:					
Grammar: Control for accuracy; those patterns identified at the low beginning level and continue to develop the grammatical points listed below.						
a) Simple past tense of regular and irregular verbs, future tense (will + verb, “be going to” + verb), present perfect tense in high frequency settings (e.g. “I have lived here for. .”)						
Simple modals in the affirmative and negative (e.g. can/could, may/might)						
c) Comparatives and superlatives of adjectives						
b) d) Verb + infinitive (e.g. want to, need to)						
Possessive pronouns (e.g. mine, his, hers)						
f) Conjunctions						
e) g) Expressions for giving advice, inviting, expressing regret, and being polite (e.g. “Would you mind?”)						
h) Adverbs (too, very, enough)						
Strand Three: Learners will be able to use English to function as responsible members of society and to develop life skills , including those needed for the workplace .						
Standard 1: Learners will converse accurately and effectively. (Speaking)	Dates taught:					
Respond to simple requests and speech in controlled situations.						
b) Interpret simple sentences with familiar vocabulary.						
a) c) Interpret questions with more than one idea that relate to immediate needs and personal						
Call for appointment.						
Explain symptoms to a doctor.						
Converse with employees about the job using simple language.						
d) activities. e) Conduct a short and simple phone conversation.						
e) Use appropriate word choice and voice level in different settings.						
g)						
h)						

Standard 2: Learners will be able to comprehend oral English sufficiently to actively communicate and relate to others in the workplace and society. (Listening)	Dates taught:					
Interact appropriately with co-workers, customers, clients, and other people with whom they have daily contact.						
a) b) Show tolerance of other diverse co-workers, customers, etc. c) Help those who request assistance.						
d) Avoid disputes by using conflict resolution. e) Portray acceptable deportment in public locations.						
f) Recognize, interpret, and react appropriately to nonverbal communication (i.e. personal space, posture, facial and body gestures, and eye contact) in the U.S. as compared to their own countries.						
Interpret simple sentences with familiar vocabulary.						
g) h) Follow basic verbal instructions when provided in a public place (e.g. how to work a machine or a request to deliver a package)						
Standard 3: Learners will be able to identify and interpret written material related to life skills required for the workplace and society. (Reading)	Dates taught:					
a) Follow simple written instructions, such as on an application form.						
Follow geographical directions on a simple map.						
c) Interpret a bill.						
b) Answer questions about a card with basic information on it.						
d) f) Identify common abbreviations.						
e) Scan for information on familiar documents (e.g. bills, pay stubs, etc.)						
g) Interpret a poster that has a work-related announcement on it.						
h)						

Standard 4: Learners will accurately and effectively communicate through writing in a variety of life skill situations (employment, conflict resolution, citizenship, and social justice). (Writing)	Dates taught:					
Complete an application.						
b) Write a note to a teacher or principal.						
c) Complete forms related to school.						
a) Take dictation on a life-skill topic such as citizenship.						
Strand 4: Learners will be able to collect cultural information, digest it, and respond to it appropriately, including identifying similarities and differences in their culture and U.S. culture.	Dates taught:					
Standard 1: Learners will be able to recognize the importance of nonverbal and verbal communication and respond appropriately. (Verbal/Nonverbal Communication)						
Recognize and interpret nonverbal communications.						
a) Use positive verbal techniques for resolving cultural/ethnic problems.						
b) Identify the local norm for and use of personal space, posture, facial and body gestures, and eye contact.						
c) d) Demonstrate conflict resolution skills through actions, using correct intonation, inflection, stress, volume, pronunciation, and word choice.						
e) Use appropriate volume of voice in different settings, such as the library, hall, gymnasium, supermarket, and movie theater (inside and outside voice)						
Recognize use of positive verbal techniques for resolving cultural/ethnic problems (i.e. intonation, inflection, stress, volume, pronunciation, and word choice)						
f)						

Standard 2: Learners will be able to interpret and understand possible differences between U.S. values and beliefs and their own. (Values and Beliefs)		Dates taught:					
a)	Identify U.S. holidays, such as Thanksgiving, Independence Day, and Columbus Day, including their history, customs and food, as well as closings of work, school, government agencies, etc.						
b)	Recognize the diversity of religious beliefs in the U.S. and identify places of worship such as mosques, temples, and churches.						
	Realize that there are diverse political beliefs in the U.S.						
	Recognize the importance of the U.S. work ethic.						
c)	e) Identify age-related rites of passage (i.e. can drive at 16, vote at 18, drink at 21, buy tobacco at 18, etc.)						
d)	Recognize governmental and non-governmental agencies can help ensure equal employment and opportunities for all, and thus protect against discrimination based on age differences, ethnicity, sex or sexual preference, political beliefs, and						
f)	Identify the basic freedoms as protected under law.						
	Wear appropriate dress (social, work, casual, formal)						
	Demonstrate respect for personal property.						
g) Religion.	Realize the value of education and how it empowers children and adults in the U.S.						
h)	Recognize the ulterior motives of “friendly” scam artists.						
i)	Identify the cultural norm for respecting others’ personal liberties and independence.						
j)	Appreciate displays of love and loyalty to country and culture, such as patriotism.						
k)	Respect youth as our future.						
l)	Identify culturally appropriate questions regarding money.						
m)	Become familiar with, respect, and obey animal rights laws.						
n)	Become familiar with, respect, and obey environmental laws (i.e. littering, smoking, battery disposal)						
o)							
p)							
q)							

Standard 3: Learners will be able to identify their constitutional and individual rights, including the rights and roles related to gender, children, and disabilities. (Rights and Responsibilities)	Dates taught:					
Acknowledge the right to equality of males and females in the U.S.						
Acknowledge Children's Rights.						
a) c) Acknowledge Rights of the Disabled.						
b) d) Acknowledge Civil Rights.						
Standard 4: Learners will be able to recognize cultural stereotypes, both positive and discriminatory, and examine how they impact their own and others' behaviors. (Cultural Stereotypes)	Dates taught:					
a) Identify similarities and differences in stereotyping, and interpret their impact on communication in society and the workplace, especially in terms of any possible conflicts.						
b) Create and implement ways to resolve conflicts.						
c) Prevent conflicts in similar situations in the future.						
d) Define a hate crime.						
Standard 5: Learners will understand and manifest appropriate behaviors in various public setting in U.S. culture. (Appropriate Public Behavior)	Dates taught:					
Judge appropriate distance of space when interacting with others.						
a) Portray polite listening skills and appropriate manners in public settings and other culturally diverse situations.						
b) Follow the U.S. custom of arriving a little early or on time for a scheduled appointed						
c) d) Exhibit understanding of appropriate hygiene (i.e. bathing frequently, brushing teeth daily, using deodorant, shaving, changing clothes, doing laundry, being mindful of spices in the body oils, dry cleaning clothes, etc.)						
e) Demonstrate understanding of appropriate public greetings and displays of affection, i.e. understanding situations in which touching would or would not be acceptable.						
Identify acts of violence and exhibit understanding that violence can result in						
f)						

serious legal action.

Strand One: Interpersonal Communication

Learners will be able to express themselves in English for **social, personal, and self-expressive** purposes.

High Beginning ELL Level

Assessment: CASAS, 191-200

<p>Standard 1: Learners will identify and use appropriate language to communicate effectively in everyday situations. (Speaking)</p>	<p>Standard 2: Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)</p>	<p>Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)</p>
<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Ask for clarification and understanding 2. Respond to oral requests 3. Communicate survival needs and interact in simple social situations <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Describe family members 2. Role play everyday situations (e.g. “Where is the milk?”) 3. Identify feelings or emotions 4. Talk about family, perhaps in response to questions 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Comprehend questions about familiar topics 2. Follow two-step directions 3. Identify new and relevant information 4. Respond to requests for clarification and elaboration 5. Comprehend details in short messages 6. Extract limited information from conversation 7. Begin to understand body language used to clarify and confirm understanding <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Take simple phone messages 2. Identify main points of a short explanation 3. Turn to the correct page 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Read and interpret simple, everyday materials 2. Read a simple paragraph on a single topic with familiar vocabulary 3. Follow simple written directions 4. Scan for specific information on familiar documents <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Read labels on cans or medicine bottles 2. Scan for information on a utility bill or pay stub 3. Answer comprehension questions (who, what, where, why, when, how much, how long, etc.)

Strand One: Interpersonal Communication

Learners will be able to express themselves in English for **social, personal, and self-expressive** purposes.

High Beginning ELL Level

Assessment: CASAS, 191-200

<p>Standard 4: Learners will be able to use the writing skills needed in everyday life to meet personal and interpersonal social and business needs. (Writing)</p>	<p>Standard 5: Learners will be able to use numeracy in everyday situations, including the classroom and workplace. They will be able to use numeracy in producing and understanding oral communication, as well as in reading and writing. (Numbers)</p>
<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Write simple sentences on familiar topics with limited vocabulary2. Write simple note or message3. Use basic punctuation (commas in a series, capitalization, exclamation points, and periods)4. Express ideas in writing on a limited basis in routine and familiar situations5. Complete short simple forms, including easily worded applications <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Complete change of address card2. Write out a daily schedule3. Copy a recipe4. Write a simple phone message5. Write a short note to employer asking for time off or explaining an absence	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Identify, name, and produce larger Arabic numerals (1,000-10,000)2. Use numerals to recognize and produce more complex and complete personal information3. Use numerals in daily situations involving consumer information and monetary transactions4. Use numerals in daily situations involving time and clocks (analog and digital), dates, and calendars5. Perform multiplication and division using whole numbers6. Introduce fractions, decimals and percents <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Provide address, phone number, age, birthday, Social Security number, and family information2. Say and write time and date for appointments3. Recognize and name bills and coins4. Read and write monetary designations with dollar and cent symbols5. Exchange simple, structured oral information about prices, shopping, rent, etc.6. Count out change

Strand Two: Academic

Learners will be able to use English for **academic** purposes.

High Beginning ELL Level

Assessment: CASAS, 191-200

<p>Standard 1: Learners will use oral English to interact in the classroom. (Speaking)</p>	<p>Standard 2: Learners will be able to comprehend the meanings of spoken English environment at increasingly more complex levels. (Listening)</p>	<p>Standard 3: Learners will be able to interpret ,apply, and use reading skills and strategies to decode written material at different levels of critical thinking. (Reading)</p>
<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Request information and assistance 2. Express likes, dislikes, and needs 3. Ask and answer simple questions <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Participate in group conversation and join in a group response 2. Model dialogue exercises 3. Express opinions on an event in the world (e.g. "I like" or "I don't like immigration rules.") 4. Express need to know information on a focused topic 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Comprehend a range of questions about familiar topics 2. Follow two-step directions in a variety of situations 3. Identify new and relevant information 4. Identify and respond to requests for clarification and elaboration 5. Comprehend some details in short messages 6. Extract limited information from conversation 7. Begin to understand body language used to clarify and confirm understanding <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Take simple messages 2. Identify main point of a short explanation 3. Turn to the correct page as directed 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Interpret and follow directions 2. Follow simple written instructions from the teacher 3. Apply sound/symbol relationships to decode consonant blends and familiar short words 4. Scan for specific information on familiar documents 5. Interpret and follow directions <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Follow directions on an ELL test 2. Locate main idea of a paragraph 3. Identify the location of specific information on an application or form

Strand Two: Academic

Learners will be able to use English for **academic** purposes.

High Beginning ELL Level

Assessment: CASAS, 200-210

<p>Standard 4: Learners will be able to use effective writing structures for a variety of audiences, purposes, and settings, including the standard conventions of written English (e.g. sentence, paragraph, essay, and rhetorical modes) and negotiate meaning between writer and reader. (Writing)</p>	<p>Standard 5: Learners will be able to self-monitor oral and written English for accuracy in grammar, pronunciation, and word choice. (Accuracy and Fluency)</p>
<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Write simple sentences on familiar topics with limited vocabulary2. Copy a paragraph using a certain format3. Write simple words or phrases from dictation <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Change from present to past tense using a model paragraph2. Take dictation of several connected sentences of at least 10 words each3. Briefly describe a family member in writing	<p style="text-align: center;"><u>Performance Indicators</u></p> <p><u>Grammar:</u> Control for accuracy; those patterns identified at the low beginning level and continue to develop the grammatical points listed below</p> <p style="text-align: center;"><u>Benchmarks Grammar</u></p> <ol style="list-style-type: none">1. Simple past tense of regular and irregular verbs, future tense (will + verb, “be going to” + verb), present perfect tense in high frequency settings (e.g. “I have lived here for. . .”)2. Simple modals in the affirmative and negative (e.g. can/could, may/might)3. Comparatives and superlatives of adjectives4. Verb + infinitive (e.g. want to, need to)5. Possessive pronouns (e.g. mine, his, hers)6. Conjunctions (and/or, but, either/neither)7. Expressions for giving advice, inviting, expressing regret, and being polite (e.g. “Would you mind?”)8. Adverbs (too, very, enough) <p><u>Pronunciation:</u> Introduce the appropriate stress and intonation patterns to communicate meaning in English</p> <p style="text-align: center;"><u>Benchmarks Pronunciation</u></p> <ol style="list-style-type: none">1. One- or two-syllable word patterns2. Syllable stress in common vocabulary3. Syllable stress of new vocabulary4. S-ending sounds (s, z, and iz)5. Intonation for yes/no questions6. Intonation for Wh-questions

Strand Three: Life Skills

Learners will be able to use English to function as responsible members of **society** and to develop **life skills**, including those needed for the **workplace**.

High Beginning ELL Level

Assessment: CASAS, 191-200

<p>Standard 1: Learners will converse accurately effectively. (Speaking)</p>	<p>Standard 2: Learners will be able to comprehend oral English sufficiently to actively communicate and relate to others in the workplace and society. (Listening)</p>	<p>Standard 3: Learners will be able to identify and interpret written material related to life skills required for the workplace and society. (Reading)</p>
<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Respond to simple requests and speech in controlled situations 2. Interpret simple sentences with familiar vocabulary 3. Interpret questions with more than one idea that relate to immediate needs and personal activities 4. Call for appointment 5. Explain symptoms to a doctor 6. Converse with employees about the job using simple language 7. Conduct a short and simple phone conversation 8. Use appropriate word choice and voice level in different settings 9. Use appropriate volume of voice and appropriate word choice in different settings such as the library, hallway, gymnasium, supermarket, or movie theater (inside and outside voice) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Respond appropriately with two- or more word answers to question words (where, what, when, why, who, how) 2. Tell the doctor where the pain is located and how bad it is 3. Make an appointment for an interview 4. Ask simple questions of people with whom the student is familiar and whom he/she encounters in everyday situations (bank, school, grocery store, laundromat, work, etc.). Examples include “How does this work?”, “Where do I put the money?”, “Can you help me?” 5. Order something by phone 	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Interact appropriately with co-workers, customers, clients, and other people with whom they have daily contact 2. Show tolerance of diverse co-workers, customers, etc. 3. Help those who request assistance 4. Avoid disputes by using conflict resolution 5. Portray acceptable deportment in public locations 6. Recognize, interpret, and react appropriately to nonverbal communication (i.e. personal space, posture, facial and body gestures, and eye contact) in the U.S. as compared to their own countries 7. Interpret simple sentences with familiar vocabulary 8. Follow basic verbal instructions when provided in a public place (e.g. how to work a machine or a request to deliver a package) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Pick up and classify tools 2. Sort and put away materials 3. Take the paper, go to the office, and get it signed 4. Follow time frames or schedules 5. Follow directions in an emergency 6. Take phone messages 7. Take Turn 8. Wait in line 	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Follow simple written instructions, such as those on an application form 2. Follow geographical directions on a simple map 3. Interpret a bill 4. Answer questions about a card with basic information on it 5. Interpret a simple table or chart 6. Identify common abbreviations 7. Scan for information on familiar documents (e.g. bills, pay stubs, etc.) 8. Interpret a poster that has a work-related announcement on it <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Find a telephone number and address on a bill 2. Interpret an appointment card 3. Interpret a work schedule 4. Comprehend a thank-you note or card 5. Follow instructions on how to launder clothing or use the microwave 6. Interpret information on how to use a pay phone or pump gas 7. Follow the usage directions on the medicine bottle label

Strand Three: Life Skills

Learners will be able to use English to function as responsible members of **society** and to develop **life skills**, including those needed for the **workplace**.

High Beginning ELL Level

Assessment: CASAS, 191-200

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| 6. Describe past work experience
7. Order from a menu
8. Call in sick or call to report a child is sick | | |
|---|--|--|

Standard 4: Learners will accurately and effectively communicate through writing in a variety of life skill situations (employment, conflict resolution, citizenship, and social justice).
(Writing)

Performance Indicators

1. Complete an application
2. Write a note to a teacher or principal
3. Complete forms related to school
4. Take dictation on a life skill topic such as citizenship

Benchmarks

1. Sign permission slips for field trips
2. Fill out an application form for a driver's license
3. Complete a medical form for school
4. Write a memo to an employer asking for time off
5. Take down appointment information
6. Prepare a map of directions from work to your home
7. Complete an application for housing, a driver's license, or public assistance

Strand Four: Culture

Learners will be able to **collect cultural information, digest it, and respond to it appropriately**, including identifying similarities and differences in their culture and U. S. culture.

CULTURE

Culture defines our roles as members of a society. Culture shapes our belief systems, our values, and our behavior. Culture is learned and integrated into our daily lives subconsciously, shaped by those individuals around us, such as family, teachers, members of our social group, etc. Language is the most important symbol of a culture. To be able to interact, grow, and be a part of any society, especially a new society, requires the learner to know how the verbal and non-verbal parts of communication interact with the values and beliefs of a culture, in this case, U.S. culture. Respect for culture includes the conscious recognition and acknowledgement of differences that affect people's interactions and relationships in society. In the classroom, cultural differences are tolerated far more than they are in society. In Adult Educational ELL classrooms, the teachers find themselves teaching more than the holidays, traditional foods, and songs that are all part of U.S. culture. They find themselves explaining, demonstrating, and teaching the aspects of culture which follow. This list is representative of the types of values, beliefs, and behavioral aspects of U.S. culture that Adult English Language Learners want and need to know in order to be empowered and socially responsible agents of change in their Missouri communities.

Strand Four: Culture

Learners will be able to **collect cultural information, digest it, and respond to it appropriately**, including identifying similarities and differences in their culture and U. S. culture.

<p>Standard 1: Learners will be able to recognize the importance of nonverbal and verbal communication and respond appropriately. (Verbal/Nonverbal Communication)</p>	<p>Standard 2: Learners will be able to interpret and understand possible differences between U.S. values and beliefs and their own. (Values and Beliefs)</p>	<p>Standard 3: Learners will be able to identify their constitutional and individual rights, including the rights and roles related to gender, children, and disabilities. (Rights and Responsibilities)</p>
<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Recognize and interpret nonverbal communications 2. Use positive verbal techniques for resolving cultural/ethnic problems 3. Identify local norms for and use of personal space; posture, facial and body gestures; and eye contact 4. Demonstrate conflict resolution skills through actions, correct intonation, inflection, stress volume, pronunciation, and word choice 5. Use appropriate volume of voice in different settings, such as the library, hallway, gymnasium, supermarket, and movie theater (inside and outside voice) 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Identify U.S. holidays, such as Thanksgiving, Independence Day, and Columbus Day, including their history, customs, and food, as well as closings of work, school, government agencies, etc. 2. Recognize the diversity of religious beliefs in the U.S. and identify places of worship such as mosques, temples, and churches 3. Recognize that there are diverse political beliefs in the U.S. 4. Recognize the importance of the U.S. work ethic 5. Identify age-related rites of passage (i.e. can drive at 16, vote at 18, drink at 21, buy tobacco at 18, etc.) 6. Recognize governmental and non-governmental agencies can help ensure equal employment and opportunities for all, and thus protect against discrimination based on age differences, ethnicity, sex or sexual preference, political beliefs, and religion 7. Identify the basic freedoms protected under law 8. Wear appropriate dress (social, work, casual, formal) 9. Demonstrate respect for personal property 	<p align="center"><u>Performance Indicators</u></p> <p><u>Acknowledge the right to equality of males and females in the U.S.</u></p> <ol style="list-style-type: none"> 1. Identify and respond to the impact gender has on the work place, i.e. hiring responsibilities 2. Recognize that men and women have access to equal opportunities for employment 3. Recognize legal definitions, including sexual harassment and abuse (verbal or physical, child, spousal, or elder) 4. Recognize ramifications of abuse 5. Compare/contrast genders in the home: male and female roles, responsibilities, behaviors, and impact on the children in the home 6. Utilize social and legal services, including restraining orders and free legal services, as well as homes for battered women, children, and sometimes men 7. Recognize limitations of the legal system, i.e. what the law cannot do to protect individuals 8. Recognize social and legal means of advocating for equal rights or for laws that better reflect one's own values or beliefs

<p><u>Performance Indicators</u></p> <p>6. Recognize the use of positive verbal techniques for resolving cultural/ethnic problems (i.e. intonation, inflection, stress, volume, pronunciation, and word choice)</p>	<p><u>Performance Indicators</u></p> <p>10. Realize the value of education and how it empowers children and adults in the U.S.</p> <p>11. Recognize the ulterior motives of “friendly” scam artists</p> <p>12. Identify the cultural norm for respecting others’ personal liberties and independence</p> <p>13. Appreciate displays of love and loyalty to country and culture, such as patriotism</p> <p>14. Respect youth as our future</p> <p>15. Identify culturally appropriate questions regarding money</p> <p>16. Become familiar with, respect, and obey animal rights laws</p> <p>17. Become familiar with, respect, and obey environmental laws (i.e. littering, smoking, battery disposal)</p>	<p><u>Acknowledge Children’s Rights</u></p> <p>1. Recognize legal definitions: parental responsibilities for a safe, clean home, food, verbal and physical interactions, health and welfare of the children</p> <p>2. Accept responsibilities for educating the children: enrollment, attendance, and participation in school activities</p> <p>3. Know the ramifications of failing to be a responsible parent</p> <p>4. Know how to access social and legal services</p> <p>5. Recognize the rights and responsibilities of the school and other and other agencies/organizations that have interaction with children, including social service agencies’ capacities to remove children from the home if not provided for and teachers’ and others’ legal responsibility to report signs of abuse to the police</p> <p>6. Know that verbal and physical abuse may be reported to the proper authorities, and severe consequences may result</p> <p>7. Respect diverse families (single parent, traditional two parent, blended, interracial, gay families, and inter-religious)</p> <p>8. Discuss cultural values and concerns about their children becoming Americanized (e.g. food, music, first language use, attitude toward authority, etc.)</p> <p><u>Rights of the Disabled</u></p> <p>1. Be familiar with the rights of disabled children and adults</p> <p>2. Be familiar with the resources for each</p> <p>3. Know that there is legal assistance for each, and there are ramifications if resources are not used when needed</p> <p><u>Civil Rights</u></p> <p>1. Identify their constitutional and legal rights</p> <p>2. Know how to access social services, medical services, and legal services</p> <p>3. Be aware of access to education from pre-school through college or university</p> <p>4. Express one’s opinions</p> <p>5. Be acquainted with equal employment rights, including joining a union</p>
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Strand Four: Culture

Learners will be able to **collect cultural information, digest it, and respond to it appropriately**, including identifying similarities and differences in their culture and U. S. culture.

Standard 4: Learners will be able to recognize cultural stereotypes, both positive and discriminatory, and examine how they impact their own and others behaviors. (Cultural Stereotypes)

Performance Indicators

1. Identify similarities and differences in stereotyping, and interpret their impact on communication in society and the workplace, especially in terms of any possible conflicts
2. Create and implement ways to resolve conflicts
3. Prevent conflicts in similar situations in the future
4. Define a hate crime

Standard 5: Learners will understand and manifest appropriate behaviors in various public settings in U.S. culture. (Appropriate Public Behavior)

Performance Indicators

1. Judge appropriate distance of space when interacting with others
2. Portray polite listening skills and appropriate manners in public settings and other culturally diverse situations
3. Follow the U.S. custom of arriving a little early or on time for a scheduled appointed time
4. Exhibit understanding of appropriate hygiene (i.e. bathing frequently, brushing teeth daily, using deodorant, shaving, changing clothes, doing laundry, being mindful of spices in the body oils, dry cleaning clothes, etc.)
5. Demonstrate understanding of appropriate public greetings and displays of affection, i.e. understanding situations in which touching would or would not be acceptable
6. Identify acts of violence and exhibit understanding that violence can result in serious legal action