

English as a Second Language Content Standards for Adult Education
High Intermediate
CASAS, 211-220

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:					
Engage in social conversations on a variety of subjects beyond immediate survival						
a) Produce more complex statements, questions, and commands in less familiar or unfamiliar contexts.						
b) needs. Ask and answer questions using complete sentences.						
Provide instructions on how to perform a task.						
c) Provide accurate descriptions and factual information.						
d) Express opinions.						
e)						
Standard 2: Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)	Dates taught:					
Interpret information from a conversation and in a variety of contexts (e.g. in person,						
a) Follow lengthy instructions and narratives on a variety of topics and contexts.						
Analyze discourse containing more complex ideas.						
b) on the telephone, over loudspeakers) Differentiate at a higher level among standard, colloquial, and slang expressions.						
c) Confirm understanding of a higher level of body language.						
d)						
e)						

Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)	Dates taught:					
a) Comprehend text involving simple and compound sentences in paragraphs containing familiar vocabulary.						
Differentiate fact from opinion in texts and advertisements.						
c) Interpret, react, and interact with written						
b) Recognize alternate forms of basic information words on a personal information form.						
Interpret work-related correspondence, including notes, memos, letters, e-mail, announcements, and notices.						
d) material.						
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:					
Use written language to respond to and solve problems in their daily environment, e.g. complaints about housing or a government issue.						
a) Conduct business correspondence (post or e-mail)						
c) Use pre-writing skills to organize and develop a paragraph.						
b) d) Write directions to home or familiar location, including drawing a map.						
Complete complex forms.						
Spell commonly used words correctly.						
e) Produce legible text.						
f)						
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:					
Identify, name, and produce Arabic numbers larger than 100,000.						
b) Use Roman Numerals.						
a) c) Perform basic mathematical operations with an awareness of the English names for the operations and the numbers.						

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)	Dates taught:					
Generate spoken language with limited control.						
b) Work together orally to solve problems, share opinions, or produce a product in						
a) c) Negotiate and manage interaction to accomplish talks.						
English. d) Explain actions.						
e) Retell information in their own words.						
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:					
Use knowledge of English sentence structure, vocabulary, and the sound system to fill in gaps of listening comprehension.						
a) Follow multi-step directions.						
c) Identify information relevant to a certain topic/question in a presentation.						
b) Use strategies such as facial expressions, body language, and verbal prompts to clarify and confirm understanding.						
d)						
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) Use context clues and make inferences to determine word meaning.						
b) Preview chapter headings and bold print to determine the key points of a text.						
c) Expand understanding of idiomatic forms of English.						
d) Identify comparison and contrast information in a text.						
Compare information presented in different sources.						
Skim for main ideas and scan for detail in prose text and on documents.						
e) Interpret and summarize descriptions and narratives on familiar topic.						
f) Follow specific written directions/instructions to perform an activity.						
g)						
h)						

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:					
Take simple notes from authentic discourse.						
Draft, organize, write, and edit a short paragraph using a topic sentence, supporting details, and transitions.						
a) c) Use appropriate verbs and grammatical forms to express shades of b) meaning (modals, partitives, word shading, degrees of magnitude, polite/impolite words, etc.)						
Use basic forms of the writing process to draft a paragraph (e.g. brainstorming, developing/organizing, drafting, revising, and editing the paragraph).						
d)						
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:					
<u>Grammar:</u> 1. Demonstrate control of the previous grammar patterns, while incorporating more complex structures.						
<u>Grammar:</u> 2. Advance understanding of how to be more clear in their pronunciation, including changes in sound when producing fast speech.						
a) Verbs: present perfect continuous						
Phrasal verbs, idiomatic expressions						
b)c) Verbs used as nouns (gerunds and infinitives, when to use them)						
Embedded statements and questions						
Complex and compound sentences						
d) Connectives, such as although, so, and even though						
e) f) Modals: modals in the perfect tenses, modals used to express wishes, doubts,						
g) Adverbial clauses (reason, time, result, condition, concession, comparison) and transitional adverbs (therefore, however)						
h) regret, and obligation						

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:				
Decode meaning of conversational vocabulary.					
b) Identify basic meaning of and participate in an ongoing conversation related to social					
a) c) Recognize questions, statements, and explanations relating to basic needs and					
Begin to decode sentences with complex structure.					
justice and life skills. Clarifications of ideas. Recognize uses of conflict resolution in a short conversation.					
d) Discuss previous work experiences and skills with employer.					
e) f) Discuss work issues with supervisors or co-workers.					
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:				
a) Process multilevel information.					
b) Interpret multi-tiered questions.					
c) Carry out multi-step directions.					
Comprehend job employer/supervisor comments and respond appropriately.					
Respond appropriately to interview questions or questions related to tasks at work.					
d)					
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) Interpret specific written information.					
Use prepared notes in an interview or meeting.					
c) Interpret employee handbooks, personnel policies, job manuals, and safety information.					
b) Interpret and follow warnings, storage directions, and emergency instructions.					
Interpret job requirements as described in job manuals.					
d)					
e)					

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:					
Write a report related to a job, such as an injury or complaint.						
b) Apply for citizenship and immigration.						
a) c) Write an accident report that includes a summary of events.						
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.						
Standard 1: Learners will be able to recognize the importance of nonverbal and verbal communication and respond appropriately. (Verbal/Nonverbal Communication)	Dates taught:					
Recognize and interpret nonverbal communications.						
a) Use positive verbal techniques for resolving cultural/ethnic problems.						
b) c) Identify the local norms for and use of personal space, posture, facial and body						
d) Demonstrate conflict resolution skills through actions, using correct intonation, gestures, and eye contact.						
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 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 Intermediate ELL Level

Assessment: CASAS, 211-220

<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"> Engage in social conversations on a variety of subjects beyond immediate survival needs Produce more complex statements, questions, and commands in less familiar or unfamiliar contexts Ask and answer questions using complete sentences Provide instructions on how to perform a task Provide accurate descriptions and factual information Express opinions <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Use the telephone for emergency, business and personal calls Give directions to a specific location Describe symptoms of illness using detailed expressions Express problems to landlords, supervisors, and peers 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> Interpret information from a conversation and in a variety of contexts (e.g. in person, on the telephone, over loudspeakers) Follow lengthy instructions and narratives on a variety of topics and contexts Analyze discourse containing more complex ideas Differentiate at a higher level among standard, colloquial, and slang expressions Confirm understanding of a higher level of body language <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Accurately answer oral comprehension questions about a presentation Accurately follow directions in a driving test Listen for and identify relevant information in a presentation 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> Comprehend text involving simple and compound sentences in paragraphs containing familiar vocabulary Differentiate fact from opinion in texts and advertisements Interpret, react, and interact with written material Recognize alternate forms of basic information words on a personal information form Interpret work-related correspondence, including notes, memos, letters, e-mail, announcements, and notices <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Read a simple explanation of income taxes Compare and contrast main ideas in an article or story Interpret a graph or chart Recognize synonyms on a form (sex vs. gender)

Strand One: Interpersonal Communication

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

High Intermediate ELL Level

Assessment: CASAS, 211-220

<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. Use written language to respond to and solve problems e.g. complaints about housing or a government issue2. Conduct business correspondence (mail or e)3. Use pre-writing skills to organize and develop a paragraph -mail)4. Write directions to home or familiar location, including drawing a map5. Complete complex forms6. Spell commonly used words correctly7. Produce legible text <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Complete application for purposes such as a driver's license, a credit card, social security, and employment2. Write to inquire about an item3. Complete medical history form, insurance documents, or job applications4. Write a note to a teacher about a child's absence	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Identify, name, and produce Arabic numbers larger than 100,0002. Use Roman Numerals3. Perform basic mathematical operations with an awareness of the English names for the operations and the numbers <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Complete a catalogue order form2. Use a height/weight chart

Strand Two: Academic

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

High Intermediate ELL Level

Assessment: CASAS, 211-220

<p>Standard 1: Learners will be able to use oral English to interact in the classroom. (Speaking)</p>	<p>Standard 2: Learners will be able to identify the meanings of spoken English in the academic environment at increasingly more complex levels. (Listening)</p>	<p>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)</p>
<p align="center">Performance Indicators</p> <ol style="list-style-type: none"> 1. Generate spoken language with limited control 2. Work together orally to solve problems, share opinions, or create a product in English 3. Negotiate and manage interaction to accomplish talks 4. Explain actions 5. Retell information in their own words <p align="center">Benchmarks</p> <ol style="list-style-type: none"> 1. Retell a story after hearing it read or told by another person 2. Work in pairs to solve a jigsaw puzzle 3. Ask for clarification from a peer or an instructor 	<p align="center">Performance Indicators</p> <ol style="list-style-type: none"> 1. Use knowledge of English sentence structure, vocabulary, and the sound system to fill in gaps of listening comprehension 2. Follow multi-step directions 3. Identify information relevant to a certain topic/question in a presentation 4. Use strategies such as facial expressions, body language, and verbal prompts to clarify and confirm understanding <p align="center">Benchmarks</p> <ol style="list-style-type: none"> 1. Fill in the blanks of a dictated cloze passage spoken at normal speed 2. Answer oral comprehension questions on a topic presented in class 3. Follow multi-steps directions for class activity 4. Listen to a speaker or taped discourse, write down answers to “who,” “where,” “what,” and “why” questions 	<p align="center">Performance Indicators</p> <ol style="list-style-type: none"> 1. Use context clues and make inferences to determine word meaning 2. Preview chapter headings and bold print to determine the key points of a text 3. Expand understanding of idiomatic forms of English 4. Identify comparison and contrast information in a text 5. Compare information presented in different sources 6. Skim for main ideas and scan for detail in prose text and on documents 7. Interpret and summarize descriptions and narratives on familiar topic 8. Follow specific written directions/instructions to perform an activity <p align="center">Benchmarks</p> <ol style="list-style-type: none"> 1. Identify main idea, chronological order, and simple transitions in texts on familiar subjects 2. Interpret information in a paragraph or text to answer a question 3. Identify main idea, supporting details, and transitions in a paragraph or text 4. Make inferences from familiar texts 5. Look at the Table of Contents, and identify the main topics in a book 6. Given two short readings on two famous people, list their similarities and differences 7. Identify main ideas of ESOL newspaper articles (e.g. <u>News For You</u>, <u>Easy English</u> newspaper)

Strand Two: Academic

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

High Intermediate ELL Level

Assessment: CASAS, 211-220

<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, 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. Take simple notes from authentic discourse2. Draft, organize, write, and edit a short paragraph using a topic sentence, supporting details, and transitions3. Use appropriate verbs and grammatical forms to express shades of meaning (modals, partitives, word shading, degrees of magnitude, polite/impolite words, etc.)4. Use basic forms of the writing process to draft a paragraph (e.g. brainstorming, developing/organizing, drafting, revising, and editing the paragraph) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Write a paragraph or two responding to an incident in the school2. Write a descriptive paragraph on a familiar topic (e.g. special place, tradition, event, person, etc.)3. Write a short paragraph responding to or summarizing a class reading and/or discussion	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Demonstrate control of the previous grammar patterns/, while incorporating more complex structures2. Advance their understanding of how to be more clear in their pronunciation, including changes in sound when producing fast speech <p style="text-align: center;"><u>Benchmarks Grammar</u></p> <ol style="list-style-type: none">1. Verbs: present perfect continuous2. Phrasal verbs, idiomatic expressions3. Verbs used as nouns (gerunds and infinitives, when to use them)4. Embedded statements and questions5. Complex and compound sentences6. Connectives (e.g. such as although, so, and even though)7. Modals: modals in the perfect tenses, modals used to express wishes, doubts, regret, and obligation8. Adverbial clauses (reason, time, result, condition, concession, comparison) and transitional adverbs (therefore, however)

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 Intermediate ELL Level

Assessment: CASAS, 211-220

<p>Standard 1: Learners will converse accurately and effectively. (Speaking)</p>	<p>Standard 2: Learners will be able 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 align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Decode meaning of conversational vocabulary 2. Identify basic meaning of and participate in an ongoing conversation related to social justice and life skills 3. Recognize questions, statements, and explanations relating to basic needs and clarifications of ideas 4. Begin to decode sentences with complex structure 5. Recognize uses of conflict resolution in a short conversation 6. Discuss previous work experiences and skills with employer 7. Discuss work issues with supervisors or co-workers <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Produce “slang” accurately, when appropriate (“How’s it goin?”) 2. Explain reasons for tardiness or absenteeism at work 3. Repeat supervisor’s instructions to co-worker 4. Report an emergency at work to appropriate personnel 5. Ask supervisor if a job was done correctly 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Process multi-level information 2. Interpret multi-tiered questions 3. Carry out multi-step directions 4. Comprehend job employer/supervisor comments and respond appropriately 5. Respond appropriately to interview questions or questions related to tasks at work <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Recall and fulfill a series of job obligations 2. Interpret training videos, simple presentations, and job targets 3. Answer employer questions accurately 4. Repeat instructions accurately and demonstrate understanding of what was said 5. Answer questions about a training video 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Interpret specific written information 2. Use prepared notes in an interview or meeting 3. Interpret employee handbooks, personnel policies, job manuals, and safety information 4. Interpret and follow warnings, storage directions, and emergency instructions 5. Interpret job requirements as described in job manuals <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Apply for a position that meets the student’s skills and training after reading the tasks required for that job 2. Complete a withholding tax form (W-4) accurately 3. Ask questions about sick leave policy as related to the personnel manual

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 Intermediate ELL Level

Assessment: CASAS, 211-220

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. Write a report related to a job, such as an injury or complaint
2. Apply for citizenship and immigration
3. Write an accident report that includes a summary of events

Benchmarks

1. File a complaint (i.e. if harmed or injured, or against someone)
2. File an accident report
3. Write a letter to the editor on a social issue
4. Identify work skills and interests, and then develop a resume
5. Write a note requesting absence from work or explaining absence from work

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