

English as a Second Language Content Standards for Adult Education
Advanced
CASAS, 221-235

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:					
Maintain a conversation on a variety of subjects spontaneously with control of correct						
a) Rephrase and clarify their speech.						
b) Use a variety of sentence patterns, new vocabulary, slang, and idioms in spontaneous conversation.						
c) Use appropriate expressions to complain, object, apologize, insist, refuse, etc.						
d) Participate in a discussion, including respond to listener feedback.						
e) Give multi-step directions and instructions in unfamiliar situations.						
Standard 2: Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)	Dates taught:					
Understand English in any social or daily situations.						
a) Identify key information/details in a description (e.g. description of a person, place, or event)						
b) Analyze a conversation, respond to it to clarify meaning, and make relevant comments						
c) Paraphrase and summarize for elaboration and clarification.						
d) Utilize background information, settings, and non-verbal cues to interpret the and questions.						
e) conversation.						

Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)		Dates taught:					
	Respond to written English related to a variety of daily settings correctly, completely, and creatively.						
a)	Identify the meaning of unfamiliar words and complex sentences in text (e.g. context						
b)	c) Read and differentiate fact from opinion in various resources (e.g. newspapers,						
	Summarize the main ideas in full articles and chapters of authentic printed text.						
	clues, knowledge of cognates, basic prefixes, suffixes, and roots)						
	Demonstrate the ability to make inferences, draw conclusions, and predict outcomes in written materials.						
d)	(magazines, and books)						
e)	Interact with reading materials to make inferences, make judgments, relate to personal experience/knowledge, agree/disagree, etc.						
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:					
	Express ideas in writing in a variety of day-to-day situations correctly, completely, and creatively.						
a)	b) Identify and write complex sentences.						
	c) Draft, organize, write and edit a short paragraph using a topic sentence, supporting details, transitions and conclusion.						
	Describe a detailed procedure in writing (e. g. changing a tire, obtaining a loan from a bank, completing a work-related task)						
d)							
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:					
	Use numerals successfully in most situations involving consumer computations, measures, and graphic literacy.						
a)	Use mathematical calculations and operations as needed.						
	c) Calculate rate of exchange of foreign monies.						
b)							

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 spontaneity and clarity.					
Compare and classify information using technical vocabulary.					
a) c) Take a position and support it orally.					
b) Negotiate and manage interaction to accomplish tasks.					
Elaborate on and extend other people's ideas and 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:				
d) Recognize information stressed for emphasis.					
e) Demonstrate effective listening skills related to an experience or an incident in the classroom.					
a) c) Identify the ways in which an idea is supported when given as part of a lecture or presentation in the classroom.					
b) Recognize social cues, conversational openers and closers, continuation of a topic, or					
d) Differentiate the main idea from supporting details.					
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:				
e) Determine the meaning of unfamiliar words in text.					
b) Interpret factual materials (including prose texts, charts/graphs, and other visual					
c) Read authentic materials on everyday subjects related to life roles.					
d) Interpret and summarize descriptions and narratives on familiar topics.					
Use reference materials to gather information on unfamiliar topics.					
presentations) Vary reading strategies for understanding content on unfamiliar topics or technical information.					
e) Interpret factual materials (including prose texts, charts/graphs, and other visual					
f) Demonstrate the ability to make inferences, draw conclusions, and predict outcomes in written materials.					
g)					

presentations)

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:					
Demonstrate the correct use of capitalization, punctuation, grammar, and spelling (i.e. use reference materials to edit and revise)						
a) Use appropriate rhetorical modes for specific audiences (i.e. expository, narrative, descriptive, process, cause and effect, comparison and contrast, and argumentation)						
b) c) Use pre-writing and editing skills to organize and develop a composition.						
Paraphrase and summarize articles and presentations (e.g. news, lectures, witnessed events, etc.) on familiar and unfamiliar topics.						
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:					
a) Use written sources to discover or check information.						
Use the rhetorical modes of argumentation, cause/effect, comparison/contrast,						
b) c) Monitor oral speech for pronunciation, word and sentence stress, word						
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.						
choice, etc.						
Standard 1: Learners will converse accurately and effectively. (Speaking)	Dates taught:					
Converse appropriately in situations related to daily life, work, American traditions,						
a) b) Explain factors related to life skills, work, family, and other familiar contexts.						
c) Decode unfamiliar words in conversations of everyday subjects.						
and citizenship practices. Recognize explanations made for clarification.						
Interpret simple conversations containing comparisons and differences in family life, work, and social etiquette.						
d) Recognize the concept of social justice in verbal discourse.						
e) f)						

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:					
	Recognize and respond appropriately to spontaneous circumstances.						
a)	b) React appropriately to unsafe working conditions, work-related accidents, injuries, and damages.						
	c) Process information in complex conversations and presentations.						
	Listen to a supervisor's explanation of performance evaluation.						
	Identify the skills needed for a position after hearing an oral presentation.						
d)	Make notes on a training video on insurance and HMO requirements.						
e)							
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, summarize, and apply information for specific tasks.						
	Interpret job responsibilities and performance reviews.						
b)	c) Read, interpret, and apply factual materials related to vocational resources (e.g. job announcements, classified advertisements, civil service information, employment and training fliers)						
	Interpret and summarize information from written sources and reference materials, i.e. citizenship preparation, health, employment, financial planning, etc.						
d)	Read to participate in a discussion and share views.						
e)	Interpret factual materials, including prose texts, charts/graphs, and other visual presentations.						
	Differentiate fact from opinion in texts and in advertising.						
f)	h) Identify employee rights and security.						
g)	Interpret and follow maintenance and assembling skills.						
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 resume and cover letter.						
	Write a letter/essay identifying a personal position or stand.						
a)	b) Describe a procedure in some detail (e.g. changing a tire, obtaining a loan from a bank, etc.)						
b)							

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.						
Use positive verbal techniques for resolving cultural/ethnic problems.						
a) c) Identify the local norms for and use of personal space, posture, facial and body b)						
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)						
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)						
f) 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						
Identify the basic freedoms protected under law.						
Wear appropriate dress (social, work, casual, formal)						

g) Religion.
h)

	Demonstrate respect for personal property.						
	Realize the value of education and how it empowers children and adults in the U.S.						
i)	Recognize the ulterior motives of “friendly” scam artists.						
j)	Identify the cultural norm for respecting others’ personal liberties and independence.						
k)	Appreciate displays of love and loyalty to country and culture, such as patriotism.						
l)	Respect youth as our future.						
m)	Identify culturally appropriate questions regarding money.						
n)	Become familiar with, respect, and obey animal rights laws.						
o)	Become familiar with, respect, and obey environmental laws (i.e. littering, smoking,						
p)	battery disposal)						
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) b) Portray polite listening skills and appropriate manners in public settings and other culturally diverse situations.						
c) Follow the U.S. custom of arriving a little early or on time for a scheduled appointed						
d) Exhibit understanding of appropriate hygiene (i.e. bathing frequently, brushing teeth daily, using deodorant, shaving, changing clothes, doing laundry, being mindful of time. 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.

Advanced ELL Level

Assessment: CASAS, 221-235

<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"> Maintain a conversation on a variety of subjects spontaneously with control of correct grammar, pronunciation, and vocabulary Rephrase and clarify their speech Use a variety of sentence patterns, new vocabulary, slang, and idioms in spontaneous conversation Use appropriate expressions to complain, object, apologize, insist, refuse, etc. Participate in a discussion, including respond to listener feedback Give multi-step directions and instructions in unfamiliar situations <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Return an item to a store, explaining why you do not want it Ask a student to clarify their speech because of their pronunciation Negotiate a solution to a problem Relate what happened in an accident 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> Understand English in most social or daily situations Identify key information/details in a description (e.g. description of a person, place, or event) Analyze a conversation, respond to clarify meaning, and make relevant comments and questions Paraphrase and summarize for elaboration and clarification Utilize background information, settings, and nonverbal cues to interpret the conversation <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Comprehend an unfamiliar speaker well enough to ask or answer questions after listening to a college-level presentation In a conversation, recognize the relevant information Relay a phone message 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> Respond to written English related to a variety of daily settings correctly, completely, and creatively Identify the meaning of unfamiliar words and complex sentences in text (e.g. context clues, knowledge of cognates, basic prefixes, suffixes, and roots) Read and differentiate fact from opinion in various resources (e.g. newspapers, magazines, and books) Summarize the main ideas in full articles and chapters of authentic printed text Demonstrate the ability to make inferences, draw conclusions, and predict outcomes in authentic written materials Interact with reading materials to make inferences, make judgments, relate to personal experience/knowledge, agree/disagree, etc. <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> Respond to an editorial Interpret a cartoon Summarize a short novel Follow assembly instructions e.g. Child's toy

Strand One: Interpersonal Communication

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

Advanced ELL Level

Assessment: CASAS, 221-235

<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. Express ideas in writing in a variety of day-to-day situations correctly, completely, and creatively2. Identify and write complex sentences3. Draft, organize, write, and edit a short paragraph using a topic sentence, supporting details, transitions and conclusion4. Describe a detailed procedure in writing (e. g. changing a tire, obtaining a loan from a bank, completing a work-related task) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Write sentences using subordinate conjunctions that express relationships in time2. Brainstorm ideas, focus the topic, and then draft an advertisement or a letter to the newspaper	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Use numerals successfully in most situation involving consumer computations, measures, and graphic literacy2. Use mathematical calculations and operations as needed3. Calculate rate of exchange of foreign monies <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Perform calculations using complex authentic forms, charts, etc.2. Calculate payroll deductions (e.g. social security, federal/state withholding)3. Verify change returned in large amounts4. Complete a W-4 tax form5. Negotiate price for special purchase (e.g. car)6. Calculate sales tax7. Intemperate lease and rental agreements

Strand Two: Academic

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

Advanced ELL Level

Assessment: CASAS, 221-235

<p>Standard 1: Learners will use oral English to interact.</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"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Generate spoken language with spontaneity and clarity 2. Compare and classify information using technical vocabulary 3. Take a position and support it orally 4. Negotiate and manage interaction to accomplish tasks 5. Elaborate on and extend other people’s ideas and words <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Clearly and accurately explain the content and meaning of a story 2. Express a personal opinion regarding a passage from a text or a statement by a fellow student 3. Volunteer to respond to questions and/or tasks initiated by the instructor (“Teacher, can I answer question number one?”) 4. Take a position on a controversial topic 5. Support their identifying the placement of a food in the food pyramid 6. Reach consensus to complete a small group activity 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Recognize information stressed for emphasis 2. Demonstrate effective listening skills related to an experience or an incident in the classroom 3. Identify the ways in which an idea is supported when given as part of a lecture or presentation in the classroom 4. Recognize social cues, conversational openers and closers, continuation of a topic, or change of a topic 5. Differentiate the main idea from supporting details <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Identify the key points and supporting details of a story, newscast, or interview 2. Identify cues in a conversation that change the speaker’s attitude towards a topic 3. Connect anecdotes, related experiences, and incidents to the main idea of a presentation 4. Listen for indirect details in a taped conversation (i.e. draw conclusions from information presented) 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Determine the meaning of unfamiliar words in text 2. Interpret factual materials (including prose texts, charts/graphs, and other visual presentations) 3. Read authentic materials on everyday subjects related to life roles 4. Interpret and summarize descriptions and narratives on familiar topics 5. Use reference materials to gather information on unfamiliar topics 6. Vary reading strategies for understanding content on unfamiliar topics or technical information 7. Interpret factual materials (including prose texts, charts/graphs, and other visual presentations) 8. Demonstrate the ability to make inferences, draw conclusions, and predict outcomes in written materials <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Differentiate fact from opinion in texts and in advertising 2. Read and react personally to materials in order to participate in a discussion and share views 3. Identify the differences between fiction and non-fiction material 4. Identify the author’s intent in a passage 5. Predict the outcome of a story after reading the title, subtopics, and illustrations in a reading

Strand Two: Academic

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

Advanced ELL Level

Assessment: CASAS, 221-235

<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. Demonstrate the correct use of capitalization, punctuation, grammar, and spelling (i.e. use reference materials to edit and revise)2. Use appropriate rhetorical modes for specific audiences (i.e. expository, narrative, descriptive, process, cause and effect, comparison and contrast, and argumentation)3. Use pre-writing and editing skills to organize and develop a composition4. Paraphrase and summarize articles and presentations (e.g. news, lectures, witnessed events, etc.) on familiar and unfamiliar topics <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Prepare a resume and cover letter2. Write formal business letters (e.g. requests, complaints, replies, etc.)3. Develop an outline for a composition4. Edit a draft of a composition5. Write a short, cohesive composition demonstrating clear use of paragraph organization to introduce, support, and conclude	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Use written sources to discover or check information (e.g. footnotes, citations, etc.)2. Use the rhetorical modes of argumentation, cause/effect, comparison/contrast, narrative, description, and process3. Monitor oral speech for pronunciation, word and sentence stress, word choice, etc. <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Verbs: past perfect continuous, future perfect continuous2. Participial adjectives (e.g. confusing vs. confused)3. Relative clauses4. Subordinate clauses5. Evaluate a written assignment using rating criteria provided by the teacher6. Peer edit another person's composition7. Edit and revise own written assignments8. Articulate word endings9. Phrase words into "thought groups" or "chunks" and pause between the phrases

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.

Advanced ELL Level

Assessment: CASAS, 221-235

Standard 1: Learners will converse accurately and effectively. (Speaking)	Standard 2: Learners will be able to comprehend oral English sufficiently to actively communicate and relate to others in the workplace and society. (Listening)	Standard 3: Learners will be able to identify and interpret written material related to life skills required for the workplace and society. (Reading)
<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Converse appropriately in situations related to daily life, work, American traditions, and citizenship practices 2. Explain factors related to life skills, work, family, and other familiar contexts 3. Decode unfamiliar words in conversations of everyday subjects 4. Recognize explanations made for clarification 5. Interpret simple conversations containing comparisons and differences in family life, work, and social etiquette 6. Recognize the concept of social justice in verbal discourse <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Speak precisely for complete understanding of a peer, supervisor, or employee at a grocery store, bank, etc. 2. Express an opinion regarding a political, religious, or social issue 3. Reiterate a reading passage in one's own words as it relates to employment, healthcare, etc. 4. Practice appropriate language in different situations, whether informal (with friends – slang) or formal (workplace, religious setting, academic setting, law enforcement setting, etc.) 5. Report a problem encountered in the workplace 6. Discuss a legal situation with an attorney or a counselor 7. Elucidate the demands between family and job 8. Explain detailed instructions to a coworker 	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Recognize and respond appropriately to spontaneous circumstances 2. React appropriately to unsafe working conditions, work-related accidents, injuries, and damages 3. Process information in complex conversations and presentations 4. Listen to a supervisor's explanation of performance appraisal 5. Identify the skills needed for a position after hearing an oral presentation 6. Make notes on a training video on insurance and HMO requirements <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Ask questions regarding his/her performance evaluation 2. Follow multiple-step instructions to complete a task such as assembling a piece of equipment 	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Interpret, summarize, and apply information for specific tasks 2. Interpret job responsibilities and performance reviews 3. Read, interpret, and apply factual materials related to vocational resources (e.g. job announcements, classified advertisements, civil service information, employment and training fliers, etc.) 4. Interpret and summarize information from written sources and reference materials, i.e. citizenship preparation, health, employment, financial planning, etc. 5. Read to participate in a discussion and share views 6. Interpret factual materials, including prose texts, charts/graphs, and other visual presentations 7. Differentiate fact from opinion in texts and in advertising 8. Identify employee rights and security 9. Interpret and follow maintenance and assembly skills <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Identify the steps for maintaining a machine used in the workplace 2. Read employment posters and brochures, and then apply for a job 3. Follow the company rules on reporting damages and injuries as described in the 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.

Advanced ELL Level

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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 resume and cover letter
2. Write a letter/essay identifying a personal position or stand
3. Describe a procedure in some detail (e.g. changing a tire, obtaining a loan from a bank, etc.)

Benchmarks

1. Write a how-to paper on a hobby the student enjoys, such as building models or making jewelry
2. Using proper sequence and transitions, give written advice on the steps in a procedure, such as finding a loan or changing a tire
3. Write a detailed report on an accident at work
4. Develop a resume that responds to a specific job

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