

English as a Second Language Content Standards for Adult Education
Beginning Literacy
 CASAS, 180 and below

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:					
Produce a limited number of isolated words or phrases.						
Identify and produce the sounds of individual letters of the alphabet.						
a) Ask simple questions in short phrases.						
b) Produce simple statements in speech.						
c) Express lack of understanding in a basic way.						
d) Ask for repetition.						
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:					
Understand frequently used sounds, words, and phrases in a controlled context.						
Recognize simple phrases and expressions.						
a) Understand the names and sounds of letters of the alphabet as in oral spelling.						
b) Respond to simple questions and phrases.						
c) Provide simple information about themselves when asked.						
d)						
Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)	Dates taught:					
Read a limited number of isolated words or phrases in typed form.						
b) Sight vocabulary and basic functional words related to everyday needs such as name, address, and telephone number.						
a) c) Read left to right and down the page.						
Recognize common signs and symbols (e.g. stop sign, product logos, etc.)						
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:					
a) Copy a limited number of isolated words or phrases.						
b) Copy the letters of the alphabet.						
c) Write dictated letters and simple words.						
d) Copy a simple sentence.						
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 numerals, at least 1-100.						
b) Count in English from 1-100.						
a) c) Use numerals in recognizing and copying their own simple personal information.						
Use numerals in isolated symbols, words, and phrases.						
Use simple grouping (eg. Counting by 5's and 10's)						
d) Strand Two: Learners will be able to use English for academic purposes.	Dates taught:					
Standard 1: Learners will use oral English to interact in the classroom. (Speaking)	Dates taught:					
Produce a limited number of isolated words or phrases in a classroom setting.						
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:					
a) Understand a limited number of isolated words or phrases.						
Understand frequently used sounds and words in a controlled context.						
a) c) Recognize simple phrases and expressions.						
b) Respond to letters of the alphabet as in oral spelling.						
Respond to simple questions and phrases.						
d) Provide information about themselves when asked.						
e)						
f)						

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) Identify and interpret basic words, signs, and symbols.						
b) Identify the letters of the English alphabet.						
c) Apply sound/symbol relationships to decode letters of the alphabet						
d) Read learned sentences.						
Recognize simple words and phrases related to immediate academic needs.						
Match letters, words, and pictures.						
e) 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:					
f) Develop fine motor skills to write legibly.						
b) Write upper and lower case letters.						
c) Write/spell simple words.						
a) d) Copy words or phrases accurately.						
Locate written words appropriately on the page (e.g. write words so that they sit on the line).						
e) 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) Subject pronouns.						
Simple Wh-questions (who, what, when, where, why, how) in present tense						
c) Simple yes/no questions in present tense.						
b) Affirmative and negative questions with the verbs “be” and “do”.						
Singular/plural (nouns, this/these)						
d) Articles “the, a/an”						
e) Simple structures, such as “It’s \$5.00,” or “It’s Tuesday.”						
f)						
g)						

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:				
Produce basic greetings, responses, and exchanges					
b) Identify that sounds have meaning.					
a) c) Produce basic personal information in appropriate situations related to work and daily					
d). Produce basic one- and two-word communication using daily vocabulary to express life.					
oneself. Communicate lack of understanding.					
Respond orally when asked for personal information.					
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:				
a) Understand basic spoken greetings and exchanges.					
b) Respond to simple spoken words and phrases related to immediate needs					
c) Understand simple requests for information in the workplace and other daily situations.					
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) Recognize letters and simple words and phrases in everyday situations.					
Recognize and interpret simple signs and symbols (e.g. stop sign, product logos, etc.					
c) Recognize personal information words in print.					
b)					
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:				
Identify special needs or problems through drawings.					
b) Write upper and lower case letters.					
a) c) Write personal information.					

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)	Identify the local norm for and use of personal space, posture, facial and body gestures, and eye contact.						
b)							
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)						
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)						

g) Religion.
h)

j)	Demonstrate respect for personal property.						
	Realize the value of education and how it empowers children and adults in the U.S.						
	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.						
j)	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) 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.

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

<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. Produce a limited number of isolated words or phrases 2. Identify and produce the sounds of individual letters of the alphabet 3. Ask simple questions in short phrases 4. Produce simple statements in speech 5. Express lack of understanding in a basic way 6. Ask for repetition <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Greet others 2. Spell name 3. Ask or state simple phrases and questions, such as “I don’t understand” and “Please repeat.” 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Understand frequently used sounds, words, and phrases in a controlled context 2. Recognize simple phrases and expressions 3. Understand the names and sounds of letters of the alphabet as in oral spelling 4. Respond to simple questions and phrases 5. Provide simple information about themselves when asked <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Spell dictated letters and basic words 2. Respond appropriately to request for name and address 3. Hand over a requested coin or bill 4. Answer “How are you?” 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Read a limited number of isolated words or phrases in typed form 2. Sight vocabulary and basic functional words related to everyday needs such as name, address, and telephone number 3. Read left to right and down the page 4. Recognize common signs and symbols (e.g. stop sign, product logos, etc.) <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Recognize simple words and phrases related to immediate needs 2. Match pictures and words 3. Read basic signs, e.g. restrooms

Strand One: Interpersonal Communication

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

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

<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. Copy a limited number of isolated words or phrases2. Copy the letters of the alphabet3. Write dictated letters and simple words4. Copy a simple sentence <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Write their name, address, and telephone number2. Write simple guided sentences, e.g. "My name is David. I am a teacher."3. Copy days of the week and names of the months	<p style="text-align: center;"><u>Performance Indicators</u></p> <ol style="list-style-type: none">1. Identify, name, and produce Arabic numerals, at least 1-1002. Count in English from 1-1003. Use numerals in recognizing and copying their own simple personal information4. Use numerals in isolated symbols, words, and phrases5. Use simple grouping (eg. Counting by 5's and 10's) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Orally name written numerals2. Write dictated numbers3. Orally name sequences of numerals4. Copy written sequences of numerals5. Copy their own address and telephone number

Strand Two: Academic

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

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

<p>Standard 1: Learners will 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"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Produce a limited number of isolated words or phrases in a classroom setting <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Take turns when speaking 2. Greet others as they enter the classroom 3. State name and country 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Understand a limited number of isolated words or phrases 2. Understand frequently used sounds and words in a controlled context 3. Recognize simple phrases and expressions 4. Respond to letters of the alphabet as in oral spelling 5. Respond to simple questions and phrases 6. Provide information about themselves when asked <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Spell dictated words 2. Interview for basic information, such as name, country, and nationality, and then report it 3. Play “Simon Says” 4. Choral reading of list of words 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Identify and interpret basic words, signs, and symbols 2. Identify the letters of the English alphabet 3. Apply sound/symbol relationships to decode letters of the alphabet 4. Read learned sentences 5. Recognize simple words and phrases related to immediate academic needs 6. Match letters, words, and pictures <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Recognize simple words and phrases related to immediate needs 2. Given written letters, match them with the sounds that they hear 3. Match pictures of feelings with the words they hear aloud

Strand Two: Academic

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

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

<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. Develop fine motor skills to write legibly2. Write upper- and lower-case letters3. Write/spell simple words4. Copy words or phrases accurately5. Locate written words appropriately on the page (e.g. write words so that they sit on the line) <p style="text-align: center;"><u>Benchmarks</u></p> <ol style="list-style-type: none">1. Hold writing utensil correctly2. Write from left to right so the letters sit on the line3. Write simple, guided words	<p style="text-align: center;"><u>Performance Indicators</u></p> <p><u>Grammar:</u> Learners may be able to use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns</p> <p style="text-align: center;"><u>Benchmarks Grammar</u></p> <ol style="list-style-type: none">1. Subject pronouns2. Simple Wh-questions (who, what, when, where, why, how) in present tense3. Simple yes/no questions in present tense4. Affirmative and negative questions with the verbs “be” and “do”5. Singular/plural (nouns, this/these)6. Articles “the, a/an”7. Simple structures, such as “It’s \$5.00,” or “It’s Tuesday.” <p><u>Pronunciation:</u> Learners may be able to recognize the relationship between letters and sounds</p> <p style="text-align: center;"><u>Benchmarks Pronunciation</u></p> <ol style="list-style-type: none">1. Identify sound symbol relationships2. Say rote simple sentences, such as a greeting, or “My name is ????” or “I am from ????”

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**.

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

<p>Standard 1: Learners will converse accurately and 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 align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Produce basic greetings, responses, and exchanges 2. Identify that sounds have meaning 3. Produce basic personal information in appropriate situations related to work and daily life 4. Produce basic one- and two-word communication using daily vocabulary to express oneself 5. Communicate lack of understanding 6. Respond orally when asked for personal information <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Use such phrases as “How are you?”, “I am fine,” “Good morning,” and “Thank you” 2. Provide such information as “My name is ____.” “I work at ____.” 3. Ask where the bathroom is located 4. Use expressions such as “What?”, “I don’t know,” and “I don’t understand.” 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Understand basic spoken greetings and exchanges 2. Respond to simple spoken words and phrases related to immediate needs 3. Understand simple requests for information in the workplace and other daily situations <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Identify indoor and outdoor voices 2. Recognize intonation at the end of a question 3. Recognize stress on important words 4. Identify the message in specific gestures or facial expressions 5. Provide name and address when asked 	<p align="center"><u>Performance Indicators</u></p> <ol style="list-style-type: none"> 1. Recognize letters and simple words in everyday situations 2. Recognize and interpret simple signs and symbols (e.g. traffic signs, product logos, etc.) 3. Recognize personal information words in print <p align="center"><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Read “Bus D,” “Exit,” “Bananas,” and “Independence Avenue” 2. Read names and match each to the appropriate person, including his/her own name 3. Recognize red, yellow, and green as stop, caution, and go 4. Identify logos for medical assistance, danger, poison, “Don’t”, etc.

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**.

Beginning ELL Literacy Level

Assessment: CASAS, 180 and below

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. Identify special needs or problems through drawings
2. Write upper and lower case letters
3. Write personal information

Benchmarks

1. Identify their problem through the use of pictures
2. Select a picture that indicates their feelings
3. Number the items in sequential order
4. Write down emergency telephone numbers for police, doctor, and ambulance, including 911, next to their phone
5. Write name, address, telephone number, and social security numbers
6. Hold a pencil or other tool properly when asked to do so

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