

**English as a Second Language Content Standards for Adult Education**  
***Low Beginning***  
**CASAS, 181-190**

<b>Strand One:</b> Learners will be able to express themselves in English for <b>social, personal, and self-expressive</b> purposes.						
<b>Standard 1: Learners will identify and use appropriate language to communicate effectively in everyday situations. (Speaking)</b>	Dates taught:					
Produce and respond to common greetings, introductions, and polite expressions.						
Give simple one-step instructions and directions.						
a) Give personal information.						
b) Use simple expressions of agreement and disagreement.						
c)						
<b>Standard 2: Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)</b>	Dates taught:					
Respond on a limited basis to spoken language in routine and familiar situations.						
Comprehend words in context and controlled phrases spoken slowly.						
a) Follow single-step directions.						
b)						
<b>Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)</b>	Dates taught:					
Read and respond with limited ability to written language in routine and familiar						
a) Apply sound/symbol relationships to decode familiar words (e.g. high frequency						
words for life skills).						
<b>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)</b>	Dates taught:					
a) Make lists.						
b) Copy simple sentences related to familiar situations.						
c) Copy words and sentences.						

<b>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)</b>	Dates taught:					
Use numerals in daily situations.						
b) Identify, name, and produce Arabic numerals, at least 1-1000.						
a) c) Use numerals to recognize and produce personal information.						
Distinguish and produce simple monetary information and symbols.						
Use numerals to recognize and produce simple consumer computational information.						
d) Recognize simple information and symbols about time, dates and calendars.						
e) g) Transitioning from authentic situations to formula based computations using 1-2 digit addition and subtraction of whole numbers.						
f) Identify and use ordinal numbers.						
<b>Strand Two: Learners will be able to use English for academic purposes.</b>	Dates taught:					
h)						
<b>Standard 1: Learners will use oral English to interact in the classroom. (Speaking)</b>	Dates taught:					
Produce simple statements.						
b) Ask for repetition.						
a) c) Express lack of understanding.						
d) Ask and answer simple questions.						
<b>Standard 2: Learners will be able to identify the meanings of spoken English in the academic environment at increasingly more complex levels. (Listening)</b>	Dates taught:					
Respond on a limited basis to spoken language in routine and familiar situations.						
Comprehend words spoken slowly in context and controlled phrases.						
a) c) Follow single-step directions.						
<b>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)</b>	Dates taught:					
a) Apply sound/symbol relationships to decode familiar words.						
b) Follow simple written instructions.						
c) Follow simple directions on a simple map.						
d) Comprehend guided reading passage.						

<b>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)</b>	<b>Dates taught:</b>					
Write simple sentences.						
Identify and use simple capitalization and basic punctuation (e.g. periods and question marks)						
a)						
b) c) Write simple notes and messages with assistance (e.g. thank-you note)						
<b>Standard 5: Learners will be able to self-monitor oral and written speech for accuracy in grammar, pronunciation, and word choice. (Accuracy and Fluency)</b>	<b>Dates taught:</b>					
<u><b>Grammar:</b></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.	<b>Dates taught:</b>					
a) Simple present continuous						
b) Simple past with high frequency verbs such as “be” and “do”						
c) Modal auxiliary verbs (e.g. can + verb/have to + verb)						
d) Subject-verb agreement when speaking						
e) Basic English sentence structure and word order in statements (e.g. subject + verb +						
Contractions of pronoun + be verb or do + not (e.g. He’s, don’t, doesn’t)						
g) Simple positive and negative statements and questions using Wh-question words,						
Object, adjective + noun) positions of time and place (e.g. in, at, on, and next to), frequency adverbs (e.g. never, sometimes, always), conjunctions (and, or, but), possessive adjectives (e.g. his, hers), demonstrative adjectives (e.g. this/that, these/those), indefinite articles (some/any, much/many)						
i) Singular/plural (e.g. count/non-count nouns)						

<b>Strand Three:</b> Learners will be able to use English to function as responsible members of society and to develop <b>life skills</b> , including those needed for the <b>workplace</b> .					
<b>Standard 1: Learners will converse accurately and effectively. (Speaking)</b>	Dates taught:				
Recall basic greetings, simple phrases, and commands.					
b) Decode one-idea questions of personal information.					
a) c) Recall a limited number of words, phrases, and questions related to routine survival					
Respond to common polite questions and expressions, distinguishing the proper					
situations. Ask for assistance and directions or clarification.					
Name the basic body parts.					
answer to give.					
<b>Standard 2: Learners will be able to comprehend oral English sufficiently to actively communicate and relate to others in the workplace and society. (Listening)</b>	Dates taught:				
a) Understand and follow simple directions.					
b) Show respect towards employers.					
c) Respond to simple job interview questions.					
Understand familiar words in controlled phrases.					
<b>Standard 3: Learners will be able to identify and interpret written material related to life skills required for the workplace and society. (Reading)</b>	Dates taught:				
a) Interpret and follow directions.					
Scan for specific information on familiar documents (e.g. utility bill, pay stub, etc.)					
c) Follow simple written instructions (e.g. job instructions)					
b) Interpret simple signs and phrases.					
<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)</b>	Dates taught:				
Write neatly and legibly, use correct spelling, etc.					
b) Complete a simple form.					

a)

<b>Strand 4:</b> Learners will be able to collect cultural information, digest it, and respond to it appropriately, including identifying similarities and differences in their culture and <b>U.S. culture.</b>						
<b>Standard 1: Learners will be able to recognize the importance of nonverbal and verbal communication and respond appropriately. (Verbal/Nonverbal Communication)</b>		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, 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)						
<b>Standard 2: Learners will be able to interpret and understand possible differences between U.S. values and beliefs and their own. (Values and Beliefs)</b>		Dates taught:				
a)	Identify U.S. holidays, such as Thanksgiving, Independence Day, and Columbus Day, including their history, customs and food, as well as closings of work, school, government agencies, etc.					
b)	Recognize the diversity of religious beliefs in the U.S. and identify places of worship such as mosques, temples, and churches.					
Realize that there are diverse political beliefs in the U.S.						
Recognize the importance of the U.S. work ethic.						
c)	e) Identify age-related rites of passage (i.e. can drive at 16, vote at 18, drink at 21, buy tobacco at 18, etc.)					
d)	Recognize governmental and non-governmental agencies can help ensure equal employment and opportunities for all, and thus protect against discrimination based on age differences, ethnicity, sex or sexual preference, political beliefs, and					
f)						

	Identify the basic freedoms as protected under law.						
	Wear appropriate dress (social, work, casual, formal)						
g)	Demonstrate respect for personal property.						
h)	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)							
<b>Standard 3: Learners will be able to identify their constitutional and individual, including the rights and roles related to gender, children, and disabilities. (Rights and Responsibilities)</b>		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.						
<b>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)</b>		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.

**Low Beginning ELL Level**

**Assessment: CASAS, 181-190**

<p><b>Standard 1:</b> Learners will identify and use appropriate language to communicate effectively in everyday situations. (Speaking)</p>	<p><b>Standard 2:</b> Learners will become more consistently aware of spoken English in their daily environment, and in increasingly more complex levels. (Listening)</p>	<p><b>Standard 3:</b> Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)</p>
<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Produce and respond to common greetings, introductions, and polite expressions</li> <li>2. Give simple one-step instructions and directions</li> <li>3. Give personal information</li> <li>4. Use simple expressions of agreement and disagreement</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Name family members</li> <li>2. Say: “Yes”, “No”, “Thank you”, and “Please”</li> <li>3. Ask or state simple phrases and questions, “I don’t know”, “I don’t understand”, and “Where is the ____?”</li> <li>4. Spell simple words</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Respond on a limited basis to spoken language in routine and familiar situations</li> <li>2. Comprehend words in context and controlled phrases spoken slowly</li> <li>3. Follow single-step directions</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Write dictated words</li> <li>2. Recognize “It’s hot/sunny/cold”, etc.</li> <li>3. Respond to simple commands, such as “Stop”</li> <li>4. Acknowledge the use of courtesy words, such as “Please” and “Thank you”</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Read and respond with limited ability to written language in routine and familiar situations</li> <li>2. Apply sound/symbol relationships to decode familiar words (e.g. high frequency words for life skills)</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Read a price tag or size label</li> <li>2. Read a picture dictionary</li> <li>3. Read a simple information card</li> </ol>

**Strand One: Interpersonal Communication**

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

**Low Beginning ELL Level**

**Assessment: CASAS, 181-190**

<p><b>Standard 4:</b> 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><b>Standard 5:</b> Learners will be able to use <b>numeracy</b> 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;"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"><li>1. Make lists</li><li>2. Copy simple sentences related to familiar situations</li><li>3. Copy words and sentences</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Capitalize the first letter of a sentence, put a period or question mark at the end of a sentence, and write on the line</li><li>2. Copy an assignment from the board</li><li>3. Fill out an information card with guidance</li><li>4. Address an envelope</li></ol>	<p style="text-align: center;"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"><li>1. Use numerals in daily situations</li><li>2. Identify, name, and produce Arabic numerals, at least 1-1000</li><li>3. Use numerals to recognize and produce personal information</li><li>4. Distinguish and produce simple monetary information and symbols</li><li>5. Use numerals to recognize and produce simple consumer computational information</li><li>6. Recognize simple information and symbols about time dates and calendars</li><li>7. Transitioning from authentic situations to formula based computations using 1-2 digit addition and subtraction of whole numbers</li><li>8. Identify and use ordinal numbers</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Read, recognize and write birthday, address, and telephone number</li><li>2. Read and write simple, structured information about prices, shopping, rent, etc.</li><li>3. Read, write, and respond to structured information about time of day, day, and date</li></ol>

**Strand Two: Academic**

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

**Low Beginning ELL Level**

**Assessment: CASAS, 181-190**

<p><b>Standard 1:</b> Learners will use oral English to interact in the classroom. (Speaking)</p>	<p><b>Standard 2:</b> Learners will be able to identify the meanings of spoken English in the academic environment at increasingly more complex levels. (Listening)</p>	<p><b>Standard 3:</b> 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"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Produce simple statements</li> <li>2. Ask for repetition</li> <li>3. Express lack of understanding</li> <li>4. Ask and answer simple questions</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Ask simply phrased questions of the teacher</li> <li>2. Participate in group conversation in a limited way</li> <li>3. Provides required information when asked</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Respond on a limited basis to spoken language in routine and familiar situations</li> <li>2. Comprehend words spoken slowly both in context and controlled phrases</li> <li>3. Follow single-step directions</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Write dictated words</li> <li>2. Recognize “It’s hot/sunny/cold” etc.</li> <li>3. Respond to simple commands such as “Stop”</li> <li>4. Acknowledge the use of courtesy words, such as “Please” and “Thank you”</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Apply sound/symbol relationships to decode familiar words</li> <li>2. Follow simple written instructions</li> <li>3. Follow simple directions on a simple map</li> <li>4. Comprehend guided reading passage</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Identify page “X” in book</li> <li>2. Locate the second paragraph on a written page</li> <li>3. Find Missouri on a map of the U.S.</li> <li>4. Identify the building next to or across from the grocery store on a map</li> </ol>

**Strand Two: Academic**

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

**Low Beginning ELL Level**

**Assessment: CASAS, 181-190**

<p><b>Standard 4:</b> Learners will be able to use effective writing structures, including the standard conventions of written English. (e.g. sentence, paragraph, essay and rhetorical modes) for a variety of audiences, purposes, and settings.</p>	<p><b>Standard 5:</b> 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;"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"><li>1. Write simple sentences</li><li>2. Identify and use simple capitalization and basic punctuation (e.g. periods and question marks)</li><li>3. Write simple notes and messages with assistance (e.g. thank-you note)</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Address an envelope</li><li>2. Apply capitalization at the beginning of a sentence, and a period at the end</li><li>3. Write dictation for sentences of five words or less</li></ol>	<p style="text-align: center;"><b><u>Performance Indicators</u></b></p> <p><b><u>Grammar:</u></b> Demonstrate a beginning understanding of the following grammatical structures and patterns</p> <p style="text-align: center;"><b><u>Benchmarks Grammar</u></b></p> <ol style="list-style-type: none"><li>1. Simple present continuous</li><li>2. Simple past with high frequency verbs such as “be” and “do”</li><li>3. Modal auxiliary verbs (e.g. can + verb/have to + verb)</li><li>4. Subject-verb agreement when speaking</li><li>5. Basic English sentence structure and word order in statements (e.g. subject + verb + object, adjective + noun)</li><li>6. Contractions of pronoun + be verb or do + not (e.g. He’s, don’t, doesn’t)</li><li>7. Simple positive and negative statements and questions using Wh-question words, yes/no questions and responses</li><li>8. Simple prepositions of time and place (e.g. in, at, on, and next to), frequency adverbs (e.g. never, sometimes, always), conjunctions (and, or, but), possessive adjectives (e.g. his, hers), demonstrative adjectives (e.g. this/that, these/those), indefinite articles (some/any, much/many)</li><li>9. Singular/plural (e.g. count/non-count nouns)</li></ol>

**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**.

**Low Beginning ELL Level**

**Assessment: CASAS, 181-190**

<p><b>Standard 1:</b> Learners will converse accurately and effectively. (Speaking)</p>	<p><b>Standard 2:</b> Learners will be able to comprehend oral English sufficiently to actively communicate and relate to others in the workplace and society. (Listening)</p>	<p><b>Standard 3:</b> 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"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Recall basic greetings, simple phrases, and commands</li> <li>Decode one-idea questions of personal information</li> <li>Recall a limited number of words, phrases, and questions related to routine survival situations</li> <li>Respond to common polite questions and expressions, distinguishing the proper answer to give</li> <li>Ask for assistance and directions or clarification</li> <li>Name the basic body parts</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Ask basic questions of people with whom the individual is familiar (“How much?”, “Where’s the ___?”, “What time is it?”)</li> <li>Respond to questions using very basic expressions: “Yes,” “No,” “I don’t know,” “I don’t understand.” In answer to “Who is this?” – “John,” or “What time is it?” – “6:00”</li> <li>Call 911 and ask for emergency help at a very basic level</li> <li>Call out a warning of danger</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Understand and follow simple directions</li> <li>Show respect towards employers</li> <li>Respond to simple job interview questions</li> <li>Understand familiar words in controlled phrases</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Go to a certain location as directed</li> <li>Put items in a specified location</li> <li>Follow an explanation for clocking in and out on a job</li> <li>Perform tasks after observing co-workers doing those tasks correctly</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Interpret and follow directions</li> <li>Scan for specific information on familiar documents (e.g. utility bills, pay stubs, etc.)</li> <li>Follow simple written instructions (e.g. job instructions)</li> <li>Interpret simple signs and phrases</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Order from a menu with pictures</li> <li>Follow warnings given with pictures</li> <li>Interpret a utility bill</li> </ol>

### 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**.

#### Low Beginning ELL Level

Assessment: CASAS, 181-190

**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 neatly and legibly, use correct spelling, etc.
2. Complete a simple form

#### Benchmarks

1. Sign a report card for their child
2. Write a check
3. Fill out an application form with assistance

#### **Strand Four: Culture**

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

#### **CULTURE**

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

**Strand Four: Culture**

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

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

<p><b><u>Performance Indicators</u></b></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><b><u>Performance Indicators</u></b></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><b><u>Acknowledge Children’s Rights</u></b></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><b><u>Rights of the Disabled</u></b></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><b><u>Civil Rights</u></b></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