

English as a Second Language Content Standards for Adult Education  
*Low Intermediate*  
 CASAS, 201-210

<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 simple statements, questions, and commands.						
Begin, maintain, and end a conversation in routine social settings.						
a) Give simple two-step directions.						
b) Express lack of understanding and ask for repetition or clarification.						
c) Use appropriate expressions of courtesy to thank someone, apologize, request						
d) permission, interrupt, compliment, etc.						
e) Ask for and negotiate help.						
<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:					
Comprehend short, social conversations.						
Interpret statements, questions, and commands in a variety of familiar situations.						
a) Understand a conversation, story, or movie.						
b) Begin to differentiate among standard, colloquial, and slang expressions.						
c)						
d)						

<b>Standard 3: Learners will be able to read materials encountered in everyday life to meet personal needs and interests. (Reading)</b>	<b>Dates taught:</b>					
a) Understand basic material found in routine daily communication, such as newspapers						
b) Identify and organize personal records, e.g. immigration, health, school, and public assistance, etc.						
Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, letters, menus, phone books, etc.						
c) Interpret personal notes, invitations, or short letters.						
Apply simple context clues to determine the meaning of new words.						
d) Read and comprehend simple and compound sentences.						
e)						
<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>	<b>Dates taught:</b>					
f) a) Conduct personal correspondence either by mail or e-mail.						
b) Complete basic application forms.						
c) Write short letters as well as standard writing conventions.						
d) Write two- to three-step instructions.						
<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>	<b>Dates taught:</b>					
Identify, name, and produce Arabic numbers larger than 10,000.						
b) Use numerals in daily monetary transactions and situations.						
a) c) Recognize and produce basic mathematical symbols.						
Perform simple tasks and functions that involve calculators, graphs, charts, maps, etc.						
Carry out simple tasks and functions involving measures for volume, height, weight, distance, and temperature.						
d)						
e)						

<b>Strand Two: Learners will be able to use English for academic purposes.</b>					
<b>Standard 1: Learners will use oral English to interact in the classroom. (Speaking)</b>	Dates taught:				
Respond appropriately in classroom situation.					
Use appropriate levels of formality when speaking with a teacher or peer.					
a) c) Participate in pair, group, or full class discussions when initiated by the instructor.					
b) d) Ask information-seeking questions.					
e) Retell information in basic language.					
<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:				
Use simple context clues in conversation and lecture setting to identify main ideas and					
a) Follow two-or- three- step directions given in classroom.					
c) Follow the gist of classroom discussions.					
b) Listen and contribute to discussions in a small group setting.					
Supporting details. Demonstrate awareness of a gap in comprehension by using clarification request,					
d)					
e)					
<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:				
facial expression, or body language					
a) Interpret and apply knowledge of sentences.					
b) Identify the structure of a paragraph.					
c) Locate information appropriate to an assignment in text or reference materials.					
Apply sound/symbol relationships to decode new words and some idioms in context.					
e) Apply simple context clues and decoding skills to determine the meaning of new					
d) Interpret and use maps and charts.					
words. Comprehend simple and some compound sentences in various materials.					
f) Read and understand simple descriptions and					
g) narratives on familiar subjects.					
h)					

<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>	Dates taught:					
a) Write simple sentences in dictation and on their own.						
b) Connect ideas in writing using common conjunctions and transitions.						
c) Write a short descriptive paragraph with guidance.						
d) Develop cursive writing skills.						
e) Apply basic capitalization, spelling, and punctuation rules for writing.						
f) Use several sentences to answer a question in writing.						
g) Take limited notes on familiar information presented orally.						
h) Use, with guidance, pre-writing techniques (brainstorming, graphic organizers, outlines)						
<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>	Dates taught:					
a) Use a dictionary or spell check to validate choice of language.						
Improve control of the structures introduced earlier, correcting errors in their oral and written speech.						
b)						
<b>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.</b>						
<b>Standard 1: Learners will converse accurately and effectively. (Speaking)</b>	Dates taught:					
Decode new material used in familiar context.						
b) Communicate in simple sentences and short conversations in contexts related to social justice, work and family.						
a) c) Ask for and negotiate assistance in work and civic situations.						
Use appropriate expressions of courtesy in work and civic settings.						
d)						

<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:					
	Understand simple phrases, commands, and limited details in an explanation and simple questions in interviews.						
a)	b) Portray polite listening skills.						
	c) Interpret what is heard via public communication.						
	Recall and portray accepted actions within a social function.						
	Interpret simple verbal messages via phone, etc.						
d)	Respond to job interview questions.						
e)	Respond appropriately to supervisor and co-worker comments and social language.						
<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:					
f)	a) Recognize information and perform necessary activities.						
g)	b) Complete application forms, such as those for driver's licenses, social security, and employment.						
	c) Interpret work-related correspondence, including notes, memos, letters, e-mail, announcements and notices.						
	Identify and organize personal records pertaining to issues such as immigration, health, school, public assistance, etc.						
d)	Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, or letters.						
e)	Interpret and use maps, job manuals and charts in the workplace, recognizing gaps in comprehension.						
f)	Follow specific written directions/ instructions to perform an activity.						
<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:					
	Apply for a job.						
	b) Apply for social services related to divorce, assistance, abuse or protection of						
a)	c) Write a letter that addresses a civic or social issue.						
	Complete a writing task related to the job, such as a report or an evaluation of an						

d)

experience.

<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.						
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)						
<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 protected under law.					

	Wear appropriate dress (social, work, casual, formal)						
	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 legal rights, 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) 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.

**Low Intermediate ELL Level**

**Assessment: CASAS, 201-210**

<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 simple statements, questions, and commands</li> <li>2. Begin, maintain, and end a conversation in routine social settings</li> <li>3. Give simple two-step directions</li> <li>4. Express lack of understanding and ask for repetition or clarification</li> <li>5. Use appropriate expressions of courtesy to thank someone, apologize, request permission, interrupt, compliment, etc.</li> <li>6. Ask for and negotiate help</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Role play giving and receiving a gift</li> <li>2. Describe symptoms of illness using basic vocabulary</li> <li>3. Ask for directions (“Where is the laundry soap?”, “Where is the post office?”, or “Where is room 2215?”)</li> <li>4. Request and describe items when shopping</li> <li>5. Make plans for social engagements</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Comprehend short, social conversations</li> <li>2. Interpret statements, questions, and commands in a variety of familiar situations</li> <li>3. Understand a conversation, story, or movie</li> <li>4. Begin to differentiate among standard, colloquial, and slang expressions</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss a short news article</li> <li>2. Retell a story in sequence</li> <li>3. Take a phone message accurately</li> <li>4. Follow oral driving directions that involve three turns</li> <li>5. Follow three or four steps in filling out a form from oral directions</li> <li>6. Distinguish between fact and opinion in conversations</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>1. Understand basic material found in routine daily communication, such as newspapers or TV</li> <li>2. Identify and organize personal records, e.g. immigration, health, school, public assistance, etc.</li> <li>3. Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, letters, menus, phone-books, etc.</li> <li>4. Interpret personal notes, invitations, or short letters</li> <li>5. Apply simple context clues to determine the meaning of new words</li> <li>6. Read and comprehend simple and compound sentences</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Choose a movie to attend from the newspaper</li> <li>2. Recognize standard words on a personal information form (employment history, education, references)</li> <li>3. Locate a word, number, or item in alphabetical or numerical order (e.g. phone book, dictionary, directory, and index)</li> </ol>

**Strand One: Interpersonal Communication**

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

**Low Intermediate ELL Level**

**Assessment: CASAS, 201-210**

<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 communications, 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. Conduct personal correspondence by mail or e-mail</li><li>2. Complete basic application forms</li><li>3. Write short letters as well as standard writing conventions</li><li>4. Write two- to three-step directions or instructions</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Write a note to a teacher regarding a sick child</li><li>2. Write a thank you note</li><li>3. Write a detailed message</li></ol>	<p style="text-align: center;"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"><li>1. Identify, name, and produce Arabic numbers larger than 10,000</li><li>2. Use numerals in daily monetary transactions and situations</li><li>3. Recognize and produce basic mathematical symbols</li><li>4. Perform simple tasks and functions that involve calculators, graphs, charts, maps, etc.</li><li>5. Carry out simple tasks and functions involving measures for volume, height, weight, distance, and temperature</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Write a check or money order to pay a bill</li><li>2. Write or calculate a bill or personal budget</li><li>3. Complete a recipe accurately using units of measure</li><li>4. Complete an EZ-tax form with assistance</li><li>5. Use a map to determine distance, route and gas consumption</li></ol>

**Strand Two: Academic**

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

**Low Intermediate ELL Level**  
**Assessment: CASAS, 201-210**

<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>Respond appropriately in classroom situations</li> <li>Use appropriate levels of formality when speaking with a teacher or peer</li> <li>Participate in pair, group, or full class discussions when initiated by the instructor</li> <li>Ask information-seeking questions</li> <li>Retell information in basic language</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Respond to questions with yes/no or with more detailed information if needed</li> <li>Use expressions such as “May I” or “Can I” to ask questions or to express needs and wants</li> <li>Initiate a conversation with a peer (“How are you today?”)</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Use simple context clues in conversation and lecture setting to identify main ideas and supporting details</li> <li>Follow two-or- three- step directions given in classroom</li> <li>Follow the gist of classroom discussions</li> <li>Listen and contribute to discussions in a small group setting</li> <li>Demonstrate awareness of a gap in comprehension by using clarification request, facial expression, or body language</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Listen to a staged discourse on tapes and answer comprehension questions</li> <li>Listen and respond appropriately to a simulated conversation</li> <li>Role play conversations in front of the class</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Interpret and apply knowledge of sentences</li> <li>Identify the structure of a Paragraph</li> <li>Locate information appropriate to an assignment in text or reference materials</li> <li>Apply sound/symbol relationships to decode new words and some idioms in context</li> <li>Apply simple context clues and decoding skills to determine the meaning of new words</li> <li>Interpret and use maps and charts</li> <li>Comprehend simple and some compound sentences in various materials</li> <li>Read and understand simple descriptions and narratives on familiar subjects</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Follow specific written directions/instructions to perform an activity</li> <li>Identify topic of the text through preview reading (looking at titles, captions, and pictures)</li> <li>Locate places using maps in books</li> </ol>

**Strand Two: Academic**

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

**Low Intermediate ELL Level**

**Assessment: CASAS, 201-210**

<p><b>Standard 4:</b> 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><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 in dictation and on their own</li><li>2. Connect ideas in writing using common conjunctions and transitions</li><li>3. Write a short descriptive paragraph with guidance</li><li>4. Develop cursive writing skills</li><li>5. Apply basic capitalization, spelling, and punctuation rules for writing</li><li>6. Use several sentences to answer a question in writing</li><li>7. Take limited notes on familiar information presented orally</li><li>8. Use, with guidance pre writing techniques (brainstorming, graphic organizers, outlines)</li></ol> <p style="text-align: center;"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"><li>1. Use correct end of sentence punctuation</li><li>2. Write sentences correctly from dictation</li><li>3. Apply capitalization and punctuation to a paragraph without any guidance</li><li>4. Using another paragraph as a model, describe a family member or friend, or write about a recent weekend</li></ol>	<p style="text-align: center;"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"><li>1. Use a dictionary or spell check to validate choice of language</li><li>2. Improve control of the structures introduced earlier, correcting errors in their oral and written speech</li></ol> <p style="text-align: center;"><b><u>Benchmarks Grammar</u></b></p> <ol style="list-style-type: none"><li>1. Verbs: past habitual with “used to + infinitive,” present perfect (contrast to other tenses and using, “for, since, already, and yet”), past continuous (contrast to simple past)</li><li>2. Modals (e.g. ought to, had better)</li><li>3. Conditionals in simple tenses</li><li>4. Simple adverbial clauses (e.g. before/after, if/then, because/since)</li><li>5. Reflexive pronouns</li><li>6. Common phrasal verbs and idioms (e.g. get___, put___, take___)</li><li>7. Commonly confused verbs (e.g. make/do, say/tell, bring/take, and learn/teach)</li><li>8. Passive voice in common expressions using simple tenses</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 Intermediate ELL Level**

**Assessment: CASAS, 201-210**

<p><b>Standard 1:</b> Learners will converse accurately and effectively in a variety of life skill situations. (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>Decode new material used in familiar context</li> <li>Communicate in simple sentences and short conversations in contexts related to social justice, work, and family</li> <li>Ask for and negotiates assistance in work and civic situations</li> <li>Use appropriate expressions of courtesy in work and civic settings</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Role play asking an employer for help in work situations</li> <li>Express opinions regarding a political, social, or religious issue</li> <li>Provide instructions on how to use a tool</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Understand simple phrases, commands, and limited details in an explanation and simple questions in interviews</li> <li>Portray polite listening skills</li> <li>Interpret what is heard via public communication</li> <li>Recall and portray accepted actions within a social function</li> <li>Interpret simple verbal messages via phone, etc.</li> <li>Respond appropriately job interview questions</li> <li>Respond appropriately supervisor and co-worker comments and social language</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Identify what happened in an accident</li> <li>Show an employer a defect in a machine</li> <li>Follow the employer’s questions and requests</li> <li>Keep direct eye contact and use appropriate body language</li> <li>Meet a plane, train, or bus on time when it is announced</li> <li>Follow two or three step instructions</li> <li>Perform a mock interview</li> </ol>	<p align="center"><b><u>Performance Indicators</u></b></p> <ol style="list-style-type: none"> <li>Recognize information and perform necessary activities</li> <li>Complete application forms, such as those for driver’s licenses, social security, and employment</li> <li>Interpret work-related correspondence, including notes, memos, letters, e-mails, announcements, and notices</li> <li>Identify and organize personal records pertaining to issues such as immigration, health, school, public assistance, etc.</li> <li>Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, or letters</li> <li>Interpret and use maps, job manuals, and charts in the workplace, recognizing gaps in comprehension</li> <li>Follow specific written directions/instructions to perform an activity</li> </ol> <p align="center"><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Interpret want ads, including abbreviations</li> <li>Read a section of a work manual, retelling the process outlined so that others follow the instructions</li> <li>Identify potential jobs to apply for, using the want ads of the local newspaper</li> <li>Plan a trip, using time schedules for the bus, train, or plane</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 Intermediate ELL Level

Assessment: CASAS, 201-210

**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. Apply for a job
2. Apply for social services related to divorce, assistance, abuse, and protection of identity
3. Write a letter that addresses a civic or social justice issue
4. Complete a writing task related to the job, such as a report or an evaluation of an experience

#### Benchmarks

1. File for green card or work permit
2. Complete tax form such as the EZ with assistance
3. Complete form for free and reduced lunch
4. Provide emergency contact information for the schools

#### **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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**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