

English as a Second Language Content Standards for Adult Education

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:					
a) Recognize and interpret nonverbal communications.						
b) Understand how to use positive verbal techniques for resolving cultural/ethnic problems.						
c) Identify the U.S. norm for and use of personal space, posture, facial and body gestures, and eye contact.						
d) Be aware of conflicts and work toward resolutions through actions, using correct intonation, inflection, stress, volume, pronunciation, and word choice when disagreeing with someone.						
e) Use appropriate volume of voice in different settings, such as the library, hall, gymnasium, supermarket, and movie theater (inside and outside voice)						
f) 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) Understand U.S. holidays, such as Thanksgiving, Independence Day, and Columbus Day, including history, customs and food, as well as closings of work, school, government agencies, etc.						
b) Realize that there are diverse religious beliefs in the U.S. and identify places of worship such as mosques, temples, and churches.						
c) Realize that there are diverse political beliefs in the U.S.						
d) Recognize the importance of the U.S. work ethic.						
e) Be familiar with age-related rites of passage (i.e. can drive at 16, vote at 18, drink at 21, buy tobacco at 18, etc.)						

f) Be familiar with governmental and non-governmental agencies that 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.						
g) Understand basic freedoms as protected under law.						
h) When possible, wear appropriate dress (social, work, casual, formal)						
i) Respect personal property.						
j) Realize the value of education and how it empowers children and adults in the U.S.						
k) Recognize the ulterior motives of “friendly” scam artists.						
l) Identify the cultural norm for respecting others’ personal liberties and independence.						
m) Appreciate displays of love and loyalty to country and culture, such as patriotism.						
n) Respect youth as our future.						
o) Identify culturally appropriate questions regarding money.						
p) Become familiar with, respect, and obey animal rights laws.						
q) Become familiar with, respect, and obey environmental laws (i.e. littering, smoking, battery disposal)						
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)	Dates taught:					
a) Acknowledge the right to equality of males and females in the U.S.						
b) Acknowledge Children’s Rights.						
c) Acknowledge Rights of the Disabled.						
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:					
a) Judge appropriate distance of space when interacting with others.						
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 time.						
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.						
f) Identify acts of violence and exhibit understanding that violence can result in serious legal action.						