

**PRE-APPROVED CIVIC OBJECTIVES  
FOR USE IN EL CIVICS PROGRAMS WITH CIVIC PARTICIPATION  
IN THE 2011-12 SCHOOL YEAR**

The following list of Pre-Approved Civic Objectives is a compilation of objectives developed and used by the field during the 2002-2011 school years. Agencies may use this list to assist them in selecting or developing their Civic Objectives, Language and Literacy Objectives, and Additional Assessment Plans for the 2011-12 school year.

Civic objectives are organized according to a taxonomy similar to the CASAS competency list:

- CE = Consumer Economics
- CR = Community Resources
- H = Health
- E = Employment
- GL = Government and Law

Note the EL Civics Focus Areas which highlight the focus of the objective: Naturalization, U.S. History, Civic Engagement or Government.

Civic objectives (with corresponding language and literacy objectives) may only be used for the level(s) for which they have been field-tested and approved. (See the level column on the right-hand side of each pre-approved civic objective in the chart that starts on page 3, along with the notations regarding language and literacy objectives at the top of the chart.)

EL Civics program implementation in California the past three years has documented that Literacy students had great difficulty attaining any of the EL Civics objectives; therefore, **a decision was made to exclude learners functioning at this level from participating in the EL Civics program.** (See page 2 for further explanation.)

2011-2012 Pre-Approved EL Civics Objectives

**ESL Literacy** students are usually those scoring 180 and below (Literacy) on CASAS Reading and Listening Tests. They function minimally, if at all in English. Literacy students would have great difficulty participating in any of the EL Civics objectives; **therefore, civic objectives are not appropriate for Literacy students.** For the definitions of other levels, please see the CASAS Web site at [www.casas.org](http://www.casas.org).

To verify that students are at the Literacy Level, check the CASAS Reading Pre-Test Score. In addition, observe what the students are able to do **following instruction:**

Literacy (below 180): On exit, students will be able to:<sup>1</sup>

<b>Listening</b>	<b>Speaking</b>
Demonstrate understanding of simple words, phrases, and questions drawn from familiar material (personal information, immediate physical setting)	Recognize simple words, phrases and questions
Demonstrate understanding of high-frequency commands and expressions of courtesy	Express basic needs with simple words or phrases that they have practiced
	Answer simple questions with “yes” or “no”
<b>Reading</b>	<b>Writing</b>
Recognize upper and lower case letters	Copy letters of the alphabet and numerals
Read one word signs (“Exit) or signs with symbols such as Restroom	Copy basic information (name, phone number, etc.)
Trace shapes and letters (those students who are not literate in their native language)	Fill out forms that call for non-verbal responses (X in the box)
	Copy words already learned orally

**ESL Beginning Low** students are those that score between 181-190 on the CASAS Reading and Listening Tests. Twenty-eight pre-approved Civic Objectives, with additional appropriate Language and Literacy objectives, are designated for use with Beginning Low level. **These are the only civic objectives that will be approved for Beginning Low (BL ) level.** For the definitions of other levels, please see the CASAS Web site at [www.casas.org](http://www.casas.org).

To verify that students are at the BL level and are able to participate in the twenty-eight designated civic objectives, check the CASAS Reading Pre-Test score. In addition, observe what the students are able to do **following instruction:**

Beginning Low (BL: between 181-190): On exit, students will be able to:<sup>1</sup>

<b>Listening</b>	<b>Speaking</b>
Demonstrate comprehension of simple words in context of common everyday situations.	Make statements related to basic needs using previously learned words and phrases
Demonstrate comprehension of basic commands through physical action	Ask simple questions
Demonstrate understanding of simple face-to-face conversations using previously learned material	
Demonstrate strategies to check for understanding (e.g., Clarifying)	
Respond appropriately to short emergency warnings (e.g., “Stop!” “Get back!”)	
<b>Reading</b>	<b>Writing</b>
Recognize sound/symbol correspondence	Print the letters of the alphabet legibly
Recognize basic sight words	Write numerals
Interpret sentences using vocabulary and structures previously learned orally	Write a list
	Fill out simple forms which require personal information
	Write simple sentences based on previously learned vocabulary and structures

<sup>1</sup> English-as-a Second Language Model Standards for Adult Education Programs. California Department of Education, 1992

#	Competency Area/ Description	Civic Objective  EL Civics Focus Area(s)	Language/Literacy Objectives <ul style="list-style-type: none"> <li>▪ Starred objectives (*) are suitable for Beginning Low (BL)</li> <li>▪ Bold print indicates revision, including levels, for 2011-12</li> <li>▪ Italics print indicates new objectives</li> </ul>	Bolded Level= new this year
1	Consumer Economics – Banking	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Read and reconcile financial statements.</li> <li>2. Compare advantages and disadvantages of using cash, credit, checks, debit cards or online services to make purchases and pay expenses.</li> <li>3. *Read and discuss credit card and bank statements simplified for beginning levels.</li> <li>4. Discuss problems with a bank or credit card statement.</li> <li>5. *Examine personal spending habits in order to identify ways to create a budget.</li> <li>6. List and discuss credit card issues including ways to build good credit.</li> <li>7. *Fill out a basic application for a bank account; identify requirements for opening an account.</li> <li>8. *Identify the vocabulary for different types of bank accounts, statements and financial institutions.</li> <li>9. *Name financial institutions in the community.</li> <li>10. *Ask and answer questions about locations, hours, and services of financial institutions in the community.</li> <li>11. *Read and fill out a personal check, a check register and/or deposit and withdrawal slips.</li> <li>12. *Identify issues of using check-cashing services.</li> <li>13. *Conduct simple conversations with a bank teller or other banking institution employee.</li> <li>14. Compare the advantages and disadvantages of using the services of banks, credit unions, credit card companies and check cashing services.</li> <li>15. Fill out bank applications such as for a loan or a checking or savings account.</li> <li>16. Contact a financial institution orally or in writing to dispute a service charge or complain about bank services</li> </ol>	BL-A
2	Consumer Economics – Complaints	Access community or commercial agencies to resolve a consumer complaint.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Identify an appropriate consumer complaint.</li> <li>2. Identify and list appropriate agencies to contact to help resolve a consumer complaint.</li> <li>3. Deleted</li> <li>4. Deleted.</li> <li>5. Make an oral or written consumer complaint.</li> <li>6. Complete a complaint form</li> <li>7. Contact an agency to get information about lodging a consumer complaint.</li> <li>8. Identify and/or compile documentation to support a complaint.</li> <li>9. Describe a fair resolution to a complaint.</li> </ol>	IL-A

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3	Consumer Economics- General	Develop a business plan for a small business <b>in order to participate in the economic growth of the community.</b>  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Chart the weekly production and selling cycles for a small business</li> <li>2. Determine and list personal, financial and business goals</li> <li>3. Discuss the advantages and disadvantages of different suppliers.</li> <li>4. Determine how price of supplies is determined by various factors.</li> <li>5. Utilize value added techniques for different goals and services.</li> <li>6. Determine strategies to increase profit in a business and allocate profit back into the business.</li> <li>7. Prepare questions for a speaker who has successfully run a small business.</li> <li>8. List questions to be included on a community survey to determine the need for a specific new business.</li> <li>9. Contact an appropriate city agency to determine city ordinances pertinent to a new business.</li> <li>10. Request from the appropriate city agency a permit to do business.</li> <li>11. Fill out an application for a business permit.</li> <li>12. Interpret a zoning ordinance to determine if it permits a small business in the zoned area.</li> </ol>	IL-A
4	Consumer Economics – Housing	Describe methods and procedures to obtain housing and related services including low-cost community housing.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. *Name and identify various types of housing, areas of the home, common household items and common household problems.</li> <li>2. *Ask appropriate questions to rent a unit.</li> <li>3. Select appropriate housing by interpreting classified ads, signs, and other information.</li> <li>4. Read and explain rental agreements.</li> <li>5. Obtain, maintain, or cancel housing utilities.</li> <li>6. *Report and/or discuss issues of concern with landlord.</li> <li>7. Read and discuss information about tenant and landlord rights.</li> <li>8. *Complete an application to rent an apartment.</li> <li>9. Interpret a utility bill.</li> <li>10. Identify qualifications needed to obtain subsidized housing</li> <li>11. Write a note or letter about a housing problem.</li> </ol>	BL-A

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5	Consumer Economics- Housing	Interpret lease and rental agreements and recognize responsibilities of renters and landlords.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Identify terms used in lease and rental agreements.</li> <li>2. Read authentic lease and rental agreements.</li> <li>3. Identify features of a lease.</li> <li>4. Compare common information found in leases and/or rental agreements, including rights and responsibilities of renters and landlords</li> <li>5. Identify and contact agencies that can provide assistance with lease and rental issues.</li> <li>6. Delete</li> <li>7. Read a lease or rental agreement and determine whether or not to accept the agreement based on the issues studied.</li> <li>8. Fill out a standard rental or lease agreement.</li> <li>9. Write a note or letter to a landlord about a lease or rental agreement.</li> <li>10. Write a note or letter to a landlord describing a situation that violates the terms of a lease or rental agreement.</li> </ol>	IL-A
6	Consumer Economics- Housing	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Research and identify options for rental, purchase, or temporary shelter/housing.</li> <li>2. Read about and discuss how to obtain housing and related services.</li> <li>3. *Identify and discuss issues students encounter as tenants.</li> <li>4. Identify, read about and discuss tenant rights and options for conflict resolution.</li> <li>5. *Report maintenance problems to landlord.</li> <li>6. *Name and identify common home maintenance problems.</li> <li>7. Write a letter of complaint to a landlord or housing agency.</li> <li>8. Listen to a member of the local Housing Authority speak about housing issues such as how to obtain housing and related services. Ask previously prepared questions.</li> <li>9. Attend a meeting of a local housing advocacy group or review its website and report about the information obtained orally or in writing.</li> </ol>	BL-A

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7	Community Resources – Safety	Identify effective ways to safeguard families and homes including the use of community and governmental resources.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Follow verbal instructions given in a CPR workshop to demonstrate knowledge of First Aid and CPR.</li> <li>2. *Demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies.</li> <li>3. Deleted</li> <li>4. *List and/or describe the most effective methods for reducing the risk of burglary, theft, and sexual assault.</li> <li>5. Access the Department of Motor Vehicles website or other appropriate website, research and explain issues related to driving safely in the U.S. such as defensive driving or road rage etc.</li> <li>6. *Identify common warning labels found on household items.</li> <li>7. *Demonstrate appropriate procedures and use appropriate language for calling 911 in emergencies.</li> <li>8. Identify and describe safety issues such as self-defense, gang violence, and domestic abuse.</li> <li>9. Ask for information about crime and accident prevention.</li> <li>10. Report orally or in writing about accidents, crimes or suspicious activities.</li> </ol>	BL-A
8	Community Resources – Advocacy	Identify a local community need or civic-oriented complaint; research and address the issue.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Research and discuss issues that most affect the community.</li> <li>2. Analyze and categorize possible solutions to community problems or needs.</li> <li>3. Research departments of city government and the services they provide.</li> <li>4. Interview staff of government departments about the services they provide.</li> <li>5. Design a petition about community needs that could be submitted to the City Council or other governing body.</li> <li>6. Use oral or written persuasion to convince government officials to take action on a community problem or need.</li> <li>7. Report, orally or in writing, contacts with individuals or organizations regarding community problems or needs and action taken.</li> <li>8. *Read simple picture stories about community problems.</li> <li>9. *Identify problems in the local community.</li> <li>10. *Make a simple map of the community showing areas of community problems (e.g., unattended areas) and assets (e.g., good parks).</li> <li>11. Deleted</li> <li>12. Write a letter or e-mail of complaint to a community organization or government agency.</li> <li>13. *Contact community or government agencies to ask questions, report a problem, lodge a complaint, etc.</li> </ol>	BL-A

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9	Community Resources – Childcare	Locate and analyze preschool and childcare services in the community and identify procedures for enrolling a child and participating in a preschool or childcare program.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Locate and identify preschool or daycare services including family daycare (from a visit, brochure, telephone call, telephone book, etc.)</li> <li>2. Develop questions to ask preschool and daycare providers.</li> <li>3. Invite a speaker from a preschool or daycare facility to address the questions that students have prepared.</li> <li>4. Develop an observation checklist to evaluate a childcare facility.</li> <li>5. Plan a visit to a preschool or childcare center.</li> <li>6. Report orally or in writing about an observation/evaluation of a childcare facility.</li> <li>7. Identify characteristics of good quality childcare.</li> <li>8. Use a checklist to observe and evaluate a childcare facility or services during a visit or using a video or visuals etc.</li> <li>9. List enrollment requirements for a preschool or childcare center.</li> <li>10. Complete an enrollment application for a preschool or childcare center.</li> <li>11. Identify appropriate ways for a parent to participate in a preschool or childcare program.</li> </ol>	BH-A
10	Community Resources – Directory	Identify, locate, and map important places in the community, the state, and the country, and list services available and/or importance of each location.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. *Make a map of the local neighborhood or city that includes important places in the community.</li> <li>2. Deleted</li> <li>3. Research important places in the community, the state, and/or the country in order to report on visitor information ( i.e., location, fees, hours, services provided, transportation etc.) and cultural and historical information.</li> <li>4. Locate maps of the community, the state, and the country on the Internet.</li> <li>5. *Name important places in the community, their locations and the importance of the location or services provided, if applicable.</li> <li>6. *Ask and answer questions about locations and hours of community agencies or other important places in the community.</li> <li>7. *Identify/name services available at selected community agencies or other important places in the community.</li> <li>8. *Find important places/community agencies on a map.</li> </ol>	BL-A

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11	Community Resources – Diversity	<p>Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.</p> <p>EL Civics Focus Area(s): Civic Engagement</p>	<ol style="list-style-type: none"> <li>1. *Write and/or report personal information: name, place of birth, and native language, etc.</li> <li>2. Ask questions about cultural information.</li> <li>3. *Interview classmates about cultural information.</li> <li>4. *Identify classmates’ countries of origin on a map.</li> <li>5. *Read stories about different cultures.</li> <li>6. Deleted</li> <li>7. Deleted</li> <li>8. Report orally or in writing about one’s cultural background.</li> <li>9. Interview someone regarding his/her cultural background; report orally or in writing about that person.</li> <li>10. Ask questions of student speakers regarding cultural issues and take notes.</li> <li>11. Arrange, take, and document mini-cultural exchange trips with classmates.</li> <li>12. Read and talk about history of race relations (and other issues) in the U.S.A and in students’ home countries.</li> <li>13. Research and describe to others how different cultures resolve various issues: (e.g., childcare, elder care, and/or the environment).</li> <li>14. Write or email a classmate, teacher, or student at another school, or a local or national organization regarding cultural information.</li> <li>15. Search the Internet or other resource to find local or regional information (employment, statistics, and maps) that relates to cross-cultural and/or societal issues.</li> </ol>	BL-A
12	Community Resources – DMV	<p>Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.</p> <p>EL Civics Focus Area(s): Civic Engagement Government</p>	<ol style="list-style-type: none"> <li>1. *Identify and interpret traffic lights, and signals.</li> <li>2. *Identify and interpret regulatory and warning signs.</li> <li>3. List requirements for driver licensing and other licensing information.</li> <li>4. Discuss law enforcement penalties related to child safety seats, seat belt regulations, etc.</li> <li>5. *Identify various types of vehicles for the purpose of reporting accidents.</li> <li>6. *Identify basic car parts for the purpose of reporting accidents.</li> <li>7. *Fill out application for DMV identification or driver’s license.</li> <li>8. *Respond to a police officer when stopped for a traffic violation.</li> <li>9. *Locate the nearest DMV and list the services the DMV provides.</li> <li>10. Read and interpret written citations related to traffic or vehicle violations.</li> <li>11. Prepare a list of questions for a guest speaker (CHP officer or police officer) on topics such as traffic regulations, safe driving, road signs, child safety seats or seat belts. Participate in the discussion by asking questions of the speaker and take notes on the information provided.</li> </ol>	BL-A



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			12. Research and interpret information on traffic court procedures and fees. 13. Take a practice DMV Drivers' Test.	
13	Community Resources – Education	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.  EL Civics Focus Area(s): Civic Engagement Government	1. *Using a map, find essential physical locations on a school campus, at a district office, etc. 2. Interact orally with school personnel (such as a child's teacher, one's own teacher, or a school counselor) in a conference, at an open house, on the telephone, etc. 3. Read and write school correspondence with content such as excusing an absence or relating problems, stating issues etc. 4. Deleted 5. *Label pictures, identify vocabulary, and/or describe some things that adult learners can do to help their children or themselves be successful learners. 6. *List children's names and birthdates. 7. *List the names of teachers, classroom numbers, and school name and phone number. 8. *Demonstrate the ability to call the school and report an absence. 9. *Read a simple school calendar and recognize minimum days and days when there is no school. 10. *Fill out a school form such as a registration form or permission slip.	BL-A
14	Community Resources – Education	Identify educational opportunities and research education/training required to achieve a personal goal.  EL Civics Focus Area(s): Civic Engagement Government	1. Listen to a representative from an educational or training institution present educational options or other information. Ask questions; take notes. 2. Research educational opportunities and resources using the internet or other resources. 3. Identify jobs of interest and the education/training required. 4. Identify and/or research education/training providers available in the local community, such as local adult schools, community colleges, and Regional Occupational Programs (ROPs). Present findings of special interest to class. 5. Read, analyze, and complete school admission applications. 6. Identify a personal goal and determine appropriate steps to achieve it. Report goal and describe appropriate steps to achieve it orally or in writing. 7. Request school admission applications from two or more educational institutions.	BH-A

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15	Community Resources – Emergency	Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. * Demonstrate proper use of the telephone for contacting emergency service agencies.</li> <li>2. *Use appropriate language on the telephone to call local community emergency services: fire department, police department, hospital, etc.</li> <li>3. *In an emergency, use English to ask for someone who speaks the student’s native language.</li> <li>4. *Identify safety and emergency signs normally posted in the community, e.g. hospital, slow, caution, reduced speed, stop signs, etc.</li> <li>5. * Use telephone book or other resource to locate legal assistance agencies.</li> </ol>	BL-BH
16	Community Resources – Emergency	Follow appropriate procedures to access community-assistance agencies available in the case of an emergency or disaster.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify what constitutes an emergency or disaster, listing examples.</li> <li>2. Read selections describing past or possible future emergencies. Discuss how people responded/will respond and the role of assistance agencies.</li> <li>3. Interview someone from the local community who has survived an emergency or disaster (earthquake, flood, etc). Summarize orally or in writing the responses of the person interviewed.</li> <li>4. Use the Internet, phone book, library etc. to locate assistance agencies available in the community.</li> <li>5. Write letters, telephone, or use e-mail to contact a local agency to arrange a classroom speaker or visit to the agency site.</li> <li>6. Prepare appropriate questions and interview agency representatives.</li> <li>7. *Describe, either orally or in writing, the appropriate steps to take in response to specific types of emergencies.</li> <li>8. *Sequence pictures depicting the appropriate steps to take in response to specific types of emergencies.</li> <li>9. *Use appropriate language on the telephone to call local community emergency services: fire department, police department, hospital, etc.</li> <li>10. *In an emergency, use English to ask for someone who speaks the student’s native language.</li> </ol>	BL - A

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17	Community Resources – Family	<p>Analyze community resources in order to access appropriate assistance and/or find appropriate ways to prevent or solve family and/or community problems such as substance abuse, spousal abuse and gang violence.</p> <p>EL Civics Focus Area(s): Civic Engagement Government</p>	<ol style="list-style-type: none"> <li>1. Read about and/or discuss characteristics, consequences and solutions of problems found within the family and/or community such as substance abuse, spousal abuse and gang violence.</li> <li>2. *Locate family help agencies in the community using the Internet and/or other resources and list/chart information such as locations, phone number, services and fees, etc.</li> <li>3. Prepare questions related to finding appropriate community resource agencies to solve family and/or community problems.</li> <li>4. Interview/contact community resource agencies related to solving family and/or community problems; report back if applicable.</li> <li>5. List and/or discuss options related to agencies/programs available to help solve family and/or community problems.</li> <li>6. Deleted</li> <li>7. Deleted</li> <li>8. *Identify family and/or community problems.</li> <li>9. *Read simple stories with pictures about family problems and how they were solved.</li> <li>10. Deleted</li> <li>11. *Identify/name illegal drugs, drug paraphernalia, and gang symbols.</li> <li>12. Prepare questions for a speaker from the local police department or other agency to answer questions and discuss the need to be informed about drug related issues such as illegal drugs, drug paraphernalia, and gang symbols. Listen to the speaker, take notes.</li> </ol>	BL-A
18	Community Resources – Senior Services	<p>Access services in the community available to seniors.</p> <p>EL Civics Focus Area(s): Civic Engagement</p>	<ol style="list-style-type: none"> <li>1. *Identify common needs of senior citizens.</li> <li>2. Deleted</li> <li>3. *Identify agencies that provide services for seniors-citizens.</li> <li>4. *Request information about agencies that provide services for senior citizens (e.g. Department of Social Services, senior activity centers, hospitals, Adult Daycare Centers, etc).</li> <li>5. * List eligibility requirements for senior citizens’ services. (e.g., meals on wheels, subsidized housing, Medicare, handicapped parking, etc.).</li> <li>6. Make an oral or written complaint regarding the needs of senior citizens or senior citizen services.</li> </ol>	BL-A

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19	Community Resources – Immigrant Resources	Identify the rights of immigrants in the United States, and access local and state agencies that specialize in these rights.  EL Civics Focus Area(s): Naturalization Civic Engagement Government	<ol style="list-style-type: none"> <li>1. *Name and distinguish the differences among immigrant status categories.</li> <li>2. *Read and interpret adapted texts of the U.S. Bill of Rights and Amendments.</li> <li>3. Read and interpret adapted texts of immigrant and naturalized citizens’ rights and responsibilities</li> <li>4. *List citizens’ and immigrants’ rights and responsibilities.</li> <li>5. *Identify/list local agencies that specialize in immigrant services, their locations, fees, and hours.</li> <li>6. *Contact local and state agencies that specialize in immigrant services and ask simple questions about agency services, hours, fees, etc. Report the information orally or in writing.</li> <li>7. *Identify potential areas of cultural conflict related to immigrants’ rights and responsibilities (e.g., littering, offering bribes to police, etc.)</li> <li>8. Describe the rights and responsibilities of citizens and/or immigrants and how they relate to one’s own life.</li> <li>9. Describe some violations of immigrant rights. Discuss options for dealing with the violations.</li> </ol>	BL-A
20	Community Resources – Parenting	Access and evaluate extra-curricular community activities for children and adults.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Discuss the connection between extra-curricular activities and a healthy mind, body, and spirit.</li> <li>2. Identify various extra-curricular activities throughout the community.</li> <li>3. Develop a list of questions to ask an agency official about extra-curricular activities offered by the agency.</li> <li>4. Make an appointment with an agency official to discuss extra-curricular activities.</li> <li>5. Deleted</li> <li>6. Identify enrollment procedures for extra-curricular activities.</li> <li>7. deleted</li> <li>8. Complete registration forms for extra-curricular activities.</li> <li>9. Create a checklist for evaluating extra-curricular activities for children and adults using previously agreed upon criteria.</li> <li>10. Using the checklist developed in #9, evaluate at least one community extra-curricular activity for children and adults.</li> </ol>	BH-A

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21	Community Resources – Parenting	Recognize the importance of good parenting skills that help children at different levels of development and access resources available in the community to help parents.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify and discuss parenting issues of concern including disciplining a child, helping with homework and child safety (car seats and seat belts).</li> <li>2. *Read about parenting issues.</li> <li>3. Deleted</li> <li>4. *Identify services and information on parenting.</li> <li>5. Compile a list of community resources, classes, and services to assist parents.</li> <li>6. *List activities parents can use to address parenting issues such as disciplining, helping with homework, and insuring child safety.</li> <li>7. *Identify the stages of child development.</li> <li>8. Read about and discuss the stages of child development.</li> <li>9. *Identify and discuss cultural differences related to parenting.</li> <li>10. *Identify American laws and penalties related to child abuse.</li> <li>11. Prepare a list of questions for a guest speaker on parenting resources and services. Participate in the discussion by asking questions of the speaker and take notes on the information provided.</li> <li>12. Report, orally or in writing, about a parenting issue.</li> </ol>	BL-A
22	Community Resources – Recreation	Access leisure-time, cultural, and/or recreational resources.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Consult newspapers or other media to identify performances/events to attend and facilities to visit.</li> <li>2. Organize ticket purchases, transportation, and other logistics for cultural and/or recreational activities.</li> <li>3. *Read posters, playbills etc., for cultural and/or recreational activities.</li> <li>4. Interact with other patrons, organizers, and artists/performers at a cultural and/or recreational event or facility.</li> <li>5. Predict and discuss expectations of participating in cultural and/or recreational activity.</li> <li>6. *Discuss, re-enact and/or summarize the experience of attending a cultural and/or recreational activity.</li> <li>7. *Read maps, schedules, floor plans, and/or computer screen information about cultural and/or recreational activities.</li> <li>8. *Locate recreational facilities in the community and list activities, cost of services, and hours of operation.</li> <li>9. Identify, explore and discuss different art forms and cultural activities.</li> </ol>	BL-A

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23	Community Resources – Resources	Access and use community service and government agency information.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Deleted</li> <li>2. Deleted</li> <li>3. *Access and use the Internet to obtain community service information.</li> <li>4. *Locate specific community services and read ads in the yellow pages.</li> <li>5. *Use library services to obtain community service information.</li> <li>6. *Find phone numbers of government agencies in the government listings of the phone book.</li> <li>7. Read and report orally and/or in writing about community services.</li> <li>8. *Contact appropriate city department to request a service, such as removal of debris following road maintenance</li> <li>9. *Contact IRS or State Tax Office official for clarification on payment requirements such as payment dates</li> <li>10. Make an appointment with an immigration official to request or clarify information such as immigration status of a relative</li> <li>11. Apply for oneself or for a relative for a government service such as to begin Medicare Insurance</li> </ol>	BL-A
24	Community Resources – Security	Identify and access community and government resources in order to prevent accidents, avoid becoming a crime victim, report accidents or crimes and request assistance in case of an accident or crime.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. *Identify various accidents that commonly occur at home.</li> <li>2. Research literature pertaining to safety at home.</li> <li>3. Categorize common home related accidents by their sources</li> <li>4. Describe ways to prevent accidents related to falls, poisons, burns, cuts, firearms, electric shocks and water.</li> <li>5. *Use the 911 emergency phone number appropriately.</li> <li>6. *Identify various types of accidents that commonly occur with vehicles.</li> <li>7. Read and summarize literature pertaining to vehicle, bicycle, and pedestrian safety.</li> <li>8. Review and list driving regulations that pertain to vehicle safety.</li> <li>9. *Identify common crimes.</li> <li>10. Explain what to do if you see a crime being committed; describe how to report it.</li> <li>11. Describe precautions that can be taken to deter or avoid a crime.</li> <li>12. Identify and list city/police department requirements for establishing a neighborhood watch program.</li> <li>13. *Complete necessary forms and other paperwork required for implementing a neighborhood watch program.</li> <li>14. *Report (orally or in writing) accidents, suspicious activities, or crimes.</li> <li>15. *Identify physical characteristics in order to report an accident or a crime.</li> <li>16. Deleted</li> </ol>	BL-A

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			17. Research common crimes. 18. Write a letter or article that discusses issues related to accident or crime prevention.	
25	Community Resources – Volunteers	Identify and describe volunteer opportunities in the community.  EL Civics Focus Area(s): Civic Engagement	1. Identify local community organizations that use volunteers. 2. Develop questions related to involvement in volunteer activities. 3. Invite a speaker(s) from a volunteer organization(s). Develop a list of questions to ask the speaker(s). Participate in the discussion by asking questions of the speaker and take notes on the information provided. 4. Report orally or in writing about a volunteer activity participated in or researched. 5. Write a letter or an email to a representative from a volunteer organization.	BH-A
26	Health – Costs	Identify and access free or low cost medical, dental, and other health care services.  EL Civics Focus Area(s): Civic Engagement Government	1. Develop a list of questions to ask community health agencies regarding low cost services. 2. * Identify low cost health care or health care services (e.g., substance abuse, etc.) in the community. 3. Call community health agencies and obtain answers to questions regarding low cost health services. 4. Take notes on answers of the health agencies to questions asked. 5. Share the results of inquiries to health agencies with classmates. 6. *Ask/answer simple questions about services and hours of local health agencies. 7. Complete an application for low cost health services. 8. List eligibility requirements for low cost health services.	BL-A
27	Health – Emergencies	Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First aid training. EL Civics Focus Area(s): Civic Engagement	1. Read the American Red Cross booklet or other comparable booklet on First Aid and CPR. 2. *Identify and demonstrate first aid skills. 3. *Interpret emergency words or signs. 4. *Identify and discuss health and safety measures that can prevent illnesses, accidents and injuries. 5. Respond to CPR trainer’s instructions. 6. Discuss and demonstrate CPR procedures. 7. Locate and enroll in a CPR or First Aid training session.	BL-A

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28	Health – Health Care	Access the health care system and be able to interact with the providers.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. List local health care agencies and facilities in the community.</li> <li>2. Develop a list of questions to ask community health care providers.</li> <li>3. Contact health care agencies/providers to ask questions, to invite a speaker, or arrange a field trip.</li> <li>4. *Describe symptoms of an illness.</li> <li>5. *Perform actions in response to a physician’s directions/instructions in a role-play.</li> <li>6. *Complete a medical health history form.</li> <li>7. Identify and discuss immunization requirements and interpret immunization charts.</li> <li>8. Evaluate medical and dental insurance information.</li> <li>9. Ask for explanations of a medical bill and payment plan.</li> <li>10. *Explain medicine labels and medical warning labels.</li> <li>11. *Make emergency phone calls.</li> <li>12. *Make medical appointments and transfer appointment information onto a calendar.</li> <li>13. Respond appropriately to recorded messages and leave health-related messages on an answering machine.</li> <li>14. *Discuss and/or recognize basic first aid for adults and children.</li> <li>15. *Identify the difference between prescription and non-prescription medicines.</li> <li>16. *Describe dental problems and dental hygiene procedures.</li> <li>17. *Identify healthy and unhealthy lifestyles.</li> <li>18. *Identify and access nutrition assistance programs.</li> <li>19. *Locate affordable sources of healthy food or grocery products that address medical needs in the community.</li> <li>20. * Read and interpret simple information about medical and dental insurance.</li> <li>21. *List basic first aid procedures.</li> </ol>	BL-A



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29	Health – Insurance	Interpret medical insurance coverage and resolve insurance coverage problems and issues with medical service providers.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Read and discuss information that explains types of insurance coverage (HMOs, PPOs, etc.).</li> <li>2. Compare types of services offered by different medical insurance programs.</li> <li>3. Write letters to various insurance providers requesting information about services offered.</li> <li>4. Write letters inviting representatives from local insurance providers to speak to the class.</li> <li>5. Interview guest speakers regarding pros and cons of different types of medical coverage.</li> <li>6. Locate information regarding grievance procedures and governmental oversight agencies related to medical insurance.</li> <li>7. Review forms and information required for a medical insurance grievance claim.</li> <li>8. Contact an insurance company to resolve a problem or grievance.</li> <li>9. Contact Human Resources personnel to ask questions about different medical insurance plans.</li> </ol>	IL-A
30	Health – Pharmacy	Demonstrate how to use pharmacies/drug stores and medicines.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Deleted</li> <li>2. *Read and discuss directions on medicine labels.</li> <li>3. *Identify how to take medications including dosage, frequency, cautions etc.</li> <li>4. Identify prescription and non-prescription medicines.</li> <li>5. Evaluate insurance options and medical coverage.</li> <li>6. *Use the telephone to access pharmacies.</li> <li>7. Discuss possible side effects of common medicines.</li> <li>8. *Describe symptoms of an illness.</li> <li>9. *Name medications that one takes regularly.</li> <li>10. Ask about generic forms of medicines.</li> <li>11. * Locate local pharmacies.</li> </ol>	BL-A
31	Health – Substance Abuse	Identify, describe and access available resources in the community for prevention and treatment of substance abuse (alcohol, tobacco, and drugs)  EL Civics Focus Area(s):	<ol style="list-style-type: none"> <li>1. Read about and discuss the symptoms of substance abuse.</li> <li>2. Develop a list of local substance abuse resources.</li> <li>3. Write and distribute flyers highlighting local substance abuse resources.</li> <li>4. Discuss ways of handling situations related to substance abuse.</li> <li>5. Contact a professional regarding substance abuse concerns.</li> <li>6. Develop a list of questions to ask community health agencies regarding substance abuse.</li> <li>7. Call community health agencies and obtain answers to questions regarding substance abuse.</li> <li>8. Invite a speaker(s) with information to share regarding substance abuse and develop a list of questions to ask the speaker(s). Participate in the discussion by asking questions of the speaker and take notes on the information provided.</li> <li>9. Write a letter or an e-mail to a government official or a representative of a substance abuse</li> </ol>	BH-A

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		Civic Engagement	agency, etc. 10. Discuss causes and/or interventions related to substance abuse.	
32	Employment – Job Requirements	Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Discuss and participate in a class survey of interests/needs related to specific occupations or job classifications.</li> <li>2. Discuss ways to locate additional employment related information.</li> <li>3. Locate information regarding job requirements and licensing agencies.</li> <li>4. Write to appropriate agencies or local resources requesting information on licensing/credentialing or skills requirements for selected occupations.</li> <li>5. Interview representatives of selected occupations regarding skills and licensing requirements.</li> <li>6. Summarize and compare information gathered about job requirements.</li> <li>7. Make an oral presentation or write an article or letter explaining the requirements of one occupation of interest to the student.</li> <li>8. Explore entrepreneurial and volunteer work opportunities.</li> <li>9. Research educational and job opportunities and resources using the internet or other resources.</li> </ol>	BH-A
33	Employment – Resources	Identify and access employment and training resources needed to obtain and keep a job.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. Identify local employment opportunities and the skills, training and education required for them.</li> <li>2. Locate and identify employment agencies, training agencies, and/or resource centers and describe their services.</li> <li>3. Access employment and training information by using community resources such as library, school catalogs, yellow pages, and/or the Internet.</li> <li>4. Analyze and evaluate descriptions of job duties, wages, and benefits.</li> <li>5. Ask for information about prospective jobs on the telephone or in person.</li> <li>6. *Complete a job application.</li> <li>7. Create a resume.</li> <li>8. *Demonstrate successful job interview techniques.</li> <li>9. *Read job ads and announcements for specific information.</li> <li>10. *Identify job titles, responsibilities, and places of work.</li> <li>11. *Identify different jobs, job duties, and wages associated with jobs.</li> </ol>	BL-A

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			12. *Name employment possibilities in the community. 13. *Identify and list the steps for applying for a job. 14. *Read and interpret a pay stub (simplified for beginning levels). 15. *Fill out a simple time card. 16. Identify personal strengths, weaknesses, skills and past work experience. 17. Clarify wages and benefits with a personnel director/clerk etc.	
34	Employment – Resources	Identify, describe, select, and access free or low-cost employment-related services.  EL Civics Focus Area(s): Civic Engagement Government	1. Develop questions to ask an employment services provider. 2. Interview an employment services provider. 3. Identify employment service agencies. 4. Complete an eligibility form for free or low-cost employment services for self or a family member. 5. Read job ads and announcements such as those provided by an employment services provider. 6. List eligibility requirements for low-cost employment related services.	BH-A
35	Employment – Rights	Identify procedures for protecting employment rights and access resources that support and assist the worker.  EL Civics Focus Area(s): Civic Engagement Government	1. Collect and read information about workers rights from organizations such as OSHA/EOC and unions. 2. List agencies that protect the rights of workers. 3. Identify, discuss and write about workers’ rights and possible violations of workers’ rights. 4. Deleted 5. Recognize the rights that all workers are entitled to such as pay for overtime, breaks during the work shift, etc. 6. Determine eligibility for employment dependent on immigration status. 7. Describe the process for filing grievance protesting the violation of a basic right. 8. Prepare appropriate questions to ask a prospective employer or a labor union representative. 9. Write a letter to an employer or supervisor describing a family issue and requesting an emergency leave.	BH-A

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36	Employment – Safety	Identify work-related safety regulations, standards and procedures.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify and interpret various safety related signs commonly found in the workplace.</li> <li>2. Read and interpret basic safety instructions.</li> <li>3. *Identify or demonstrate safe work procedures and common safety equipment.</li> <li>4. *Report unsafe working conditions.</li> <li>5. *Identify and discuss causes of common work related accidents.</li> <li>6. *Identify and/or discuss different forms of safety equipment and clothing used at worksites.</li> <li>7. *Respond to safety related warnings/signs found in a work environment.</li> <li>8. *Complete a work related accident and/or safety report.</li> </ol>	BL-A
37	Employment – Soft Skills	Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify and list qualities expected of a good employee in students’ countries.</li> <li>2. *Identify and list qualities expected of a good employee in the U.S.</li> <li>3. Identify differences in U.S. workplace communication styles.</li> <li>4. Discuss the differences in workplace behavior and communication in students’ countries and the U.S.</li> <li>5. Demonstrate knowledge of appropriate workplace communication.</li> <li>6. Deleted</li> <li>7. *Identify and practice polite workplace communications.</li> <li>8. *Read and write simple work-related messages.</li> <li>9. Deleted.</li> <li>10. Compare and contrast U.S. workplace culture expectations with those of other cultures.</li> <li>11. *Demonstrate the ability to call the workplace and report an absence or other information.</li> </ol>	BL-A
38	Government and Law – Citizenship Preparation	Identify the basic organization and access to local, county, state and/or federal government.  EL Civics Focus Area(s): Naturalization Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Identify the structure and areas of responsibility of local, county, state and/or federal governments.</li> <li>2. Identify local, county, state and/or federal government officials.</li> <li>3. Plan a visit to a local, county, state and/or federal government office.</li> <li>4. Invite a speaker to share information regarding local, county, state, and/or federal governments. Develop a list of questions to ask the speaker. Participate in the discussion by asking questions of the speaker. Take notes on the information provided.</li> <li>5. Write a letter or an e-mail to a government office or official.</li> <li>6. Identify local, county, state and/or federal agencies.</li> <li>7. Deleted</li> </ol>	IL-A

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39	Government and Law – Citizenship Preparation	Identify and discuss the voting process including rights and responsibilities and the political process in the U.S.  EL Civics Focus Area(s): Naturalization Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Identify voter qualifications.</li> <li>2. Interpret and complete a voter registration form.</li> <li>3. Interpret a sample ballot.</li> <li>4. Compare and contrast candidates’ stands on various issues.</li> <li>5. Communicate one’s opinion on a current issue.</li> <li>6. Interpret information about special interest groups.</li> <li>7. Participate in a mock election and participate in an exit poll.</li> <li>8. Describe the steps a citizen must take in order to vote.</li> <li>9. Organize and participate in a mock candidates’ debate.</li> </ol>	IL-A
40	Government and Law – Citizenship Preparation	Respond to questions about the history and government of the United States in order to be successful in the naturalization process.  EL Civics Focus Area(s): Naturalization U.S. History Civic Engagement Government	<ol style="list-style-type: none"> <li>1. *Discuss basic historical events or patriotic symbols.</li> <li>2. *Describe the colors and design of the American flag, and discuss the meaning of the stars and stripes.</li> <li>3. *Identify the three branches of American government.</li> <li>4. Identify three levels of American government and describe their major functions.</li> <li>5. *Write vocabulary words and dictated sentences from U.S. history and civics topics.</li> <li>6. *Name the President and Vice President of the United States, your U.S. Senators and Representative, the Governor of California, the Chief Justice of the U.S., the Mayor of your city and other government officials.</li> <li>7. Read, discuss, and/or write about issues relating to the Constitution and the Bill of Rights.</li> <li>8. Describe the three branches of American government.</li> <li>9. Demonstrate the ability to give appropriate answers to questions taken from the N-400 citizenship application.</li> <li>10. Identify ways a citizen can participate in democracy.</li> <li>11. <i>Identify important people and events in American history and discuss related impact on our lives today.</i></li> </ol>	BL-A
41 DELETED				

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42	Government and Law – Citizenship Preparation	Identify people and events in local, state, and federal history.  EL Civics Focus Area(s): Naturalization U.S. History Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Identify local, state, and federal government leaders.</li> <li>2. Identify individuals’ importance in local, state, and federal government.</li> <li>3. Identify current and historical figures and events in the community.</li> <li>4. Identify landmark events in California history such as the founding of the missions and presidios, the Gold Rush, the Industrial Revolution in California, and political process changes.</li> <li>5. Describe the local community going back to the time of its origin.</li> <li>6. Describe the functions of local, state, and federal institutions and historical landmarks, and identify what level of government manages them.</li> <li>7. Discuss how landmark events and historical figures influenced the present day community.</li> <li>8. Listen to a local government leader discuss civic issues. Ask questions previously prepared questions; take notes.</li> </ol>	BH-A
43	Government and Law – Environment	Identify environmental problems, access local environmental organizations and government agencies and recognize appropriate steps for resolution of the problems.  EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> <li>1. Interview community members to determine key environmental issues.</li> <li>2. *Identify and describe environmental problems</li> <li>3. *Locate community organizations concerned with environmental issues (e.g., local recycling).</li> <li>4. Write letters and/or e-mail to community organizations that address environmental issues.</li> <li>5. Call community organizations to make an appointment and/or find out how to attend community meetings to discuss concerns and advocate for resolution.</li> <li>6. Obtain and follow directions to local meeting of an environmental organization.</li> <li>7. Deleted</li> <li>8. *Identify actions people can take to alleviate environmental problems (e.g., recycle; use less gas, less water, electricity; etc.).</li> <li>9. Contact appropriate government officials to inform them of an environmental problem or ask them to support environmental issues.</li> <li>10. Survey the school and its grounds to determine ways to create a “green” campus. Report findings orally or in writing.</li> </ol>	BL-A

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			11. Speak to other classes about environmental issues and ways to create a “green” campus. 12. Create posters and signs informing the school population of a “green” campaign.	
44	Government and Law – ID Cards	Identify, access, and complete applications to agencies that provide identification cards and/or other services such as the DMV.  EL Civics Focus Area(s): Civic Engagement Government	1. *Provide oral or written information necessary for filling out an application for an identification card or other services. 2. Deleted 3. Deleted. 4. Locate agencies that provide identification cards or other services. 5. Use the telephone to call an agency for general information about identification cards or other services. 6. Use the Internet to download a copy of an application for an identification card or other services. 7. *Complete an application for an identification card or other services. 8. *Identify sources for ID cards and discuss reasons for using an ID card in the US.	BL-IL
45	Government and Law – Law	Identify basic features of the local, state, and federal legal system including individual rights, laws, and ordinances as well as procedures for obtaining legal help.  EL Civics Focus Area(s): Civic Engagement Government	1. Identify and discuss common legal issues. 2. Research neighborhood crime-watch organizations; suggest ways to protect personal property. 3. Compare and discuss legal procedures in learners’ native countries. 4. Identify the basic features of local, state, and federal courts including small claims court, traffic court, and Superior court. 5. Outline procedures for obtaining legal help. 6. Identify the basic rights of immigrants and citizens. 7. Identify the basic local, state, and federal laws that pertain to immigrants and citizens, including tax and immigration laws. 8. Listen to a lawyer or other speaker discuss legal issues that affect students’ lives. Ask previously prepared questions; take notes.	IL-A

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46	Health-Nutrition	Access resources for nutrition education and information related to the purchase and preparation of healthy foods.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify a healthy diet as recommended by USDA.</li> <li>2. *Identify the relationship between nutrition and good health.</li> <li>3. *Locate sources of low cost healthy food in the community such as discount markets and local food banks.</li> <li>4. *Identify services and procedures for accessing local food-assistance community programs.</li> <li>5. *Identify services and eligibility for emergency food resources.</li> <li>6. Identify services and eligibility requirements for government nutrition-assistance programs including food stamps, WIC, senior meals.</li> <li>7. Interpret food-packaging labels.</li> <li>8. * Identify resources for nutrition education (e.g., Cooperative Extension, County Office of Health, WIC, Internet resources)</li> <li>9. Contact a local agency (e.g., school, market, restaurant, etc) orally or in writing to make a suggestion, request or complaint regarding a nutrition-related issue.</li> <li>10. Listen to a speaker to share information about low cost sources of healthy food. Participate in the discussion by asking previously prepared questions; take notes.</li> </ol>	BL-A
47	Community Resources: Internet Safety	Identify strategies and resources to effectively use the Internet safely.  EL Civics Focus Area(s): Civic Engagement	<ol style="list-style-type: none"> <li>1. *Identify and categorize common uses of the Internet (e.g email, shopping, social networking).</li> <li>2. Research, read and summarize literature pertaining to online ethics and the effects of the Internet on society and culture.</li> <li>3. Read about and/or discuss issues, consequences &amp; solutions related to using the Internet at home, school or work.</li> <li>4. *Identify common online safety issues and crimes (e.g. copyright infringement, plagiarism, fraud, identity theft, victimization of children,).</li> <li>5. * Identify vocabulary and/or describe actions and precautions that can be taken to reduce online risks such as identity theft, victimization of children (e.g. change password frequently).</li> <li>6. Demonstrate the ability to read and interpret user agreements, change user privacy settings and or complete other actions on the computer that promote safe use.</li> <li>7. Use appropriate language to communicate effectively and behave appropriately on the Internet.</li> <li>8. Explain (orally or in writing) what to do if the victim of a cyber crime; describe how to report it to a local agency; outline procedures.</li> </ol>	BL-A



2011-2012 Pre-Approved EL Civics Objectives

#	Competency Area/ Description	Civic Objective EL Civics Focus Area(s)	Language/Literacy Objectives <ul style="list-style-type: none"> <li>▪ Starred objectives (*) are suitable for Beginning Low (BL)</li> <li>▪ Bold print indicates revision, including levels, for 2011-12</li> <li>▪ Italics print indicates new objectives</li> </ul>	Bolted Level= new this year
			<ol style="list-style-type: none"> <li>9. *Report (orally or in writing) suspicious activities or <b>crimes</b> on the Internet.</li> <li>10. Interview someone from the local community who has been the victim of an online crime (e.g. identity theft). Summarize orally or in writing the responses of the person interviewed.</li> <li>11. Compare and discuss Internet safety concerns and legal procedures in learners' native countries.</li> <li>12. Invite &amp; listen to a guest speaker discuss Internet-safety issues. Ask questions previously prepared; take notes.</li> <li>13. Survey classmates about their online experiences related to safe use. Report findings orally or in writing.</li> <li>14. Speak to other classes about Internet safety issues &amp; ways to protect yourself &amp; your children from online risks.</li> <li>15. Locate and compare different resources to track online activity (e.g. spyware, Net Nanny, etc.).</li> </ol>	