

Stand Out and California EL Civics Correlation

“According to Congress, to effectively participate in education, work, and civic opportunities in this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the workforce.” (www.casas.org)

The following correlation is only for the Stand Out Student book. Each book also has over 400 worksheets per level that are customizable and reproducible. These worksheets can be modified to meet EL Civics objectives specific to your program and community needs. The worksheets also include internet activities that can easily be adapted for EL Civics. Stand Out also incorporates **Team Projects** which are ideal for EL Civics because students apply the information from the units to their own communities (See page 17 for a list of all 48 projects).

In the correlation that follows, 10 of the EL Civics objectives are in red boxes. These are labeled IELC. These objectives can be used in obtaining 243 funds. IELC stands for *Integrated EL Civics*. Stand Out has resources for at least 10 of the original 17 identified IELC objectives.

1. CONSUMER ECONOMICS - BANKING (BL-A)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check cashing services, and credit cards.	<ul style="list-style-type: none"> Identify places to make purchases (Book 1, Unit 2, Lesson 1) Ask about prices (Book 2, Unit 2, Lesson 2) Read advertisements and receipts (Book 2, Unit 2, Lesson 4) Identify places to purchase goods and services (Book 3, Unit 2, Lesson 1) Interpret advertisements (Book 3, Unit 2, Lesson 2) Compare products (Book 3, Unit 2, Lesson 3)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Compare advantages and disadvantages of using cash, credit, checks, debit cards or online services to make purchases and pay expenses.	<ul style="list-style-type: none"> Identify and compare purchasing methods (Book 3, Unit 2, Lesson 4)
Examine personal spending habits in order to identify ways to create a budget.	<ul style="list-style-type: none"> Make a family budget (Book 2, Unit 4, Lesson 5) Make a budget (Book 3, Unit 3, Lesson 4) Calculate monthly expenses (Book 4, Unit 2, Lesson 1) Organize your finances (Book 5, Unit 2, Lesson 1)
List and discuss credit card issues including ways to build good credit.	<ul style="list-style-type: none"> Interpret credit card and loan information (Book 4, Unit 2, Lesson 3) Maintain good credit (Book 4, Unit 2, Lesson 4)
Read and fill out a personal check, a check register and/or deposit and withdrawal slips.	<ul style="list-style-type: none"> Make purchases (Book 1, Unit 2, Lesson 2)

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EXTENSION OBJECTIVES

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EL Civics Objective	Stand Out Objective
Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check cashing services, and credit cards.	<ul style="list-style-type: none"> • Make a smart purchase (Book 3, Unit 2, Lesson 5) • Identify ways to be a smart consumer (Book 4, Unit 2, Lesson 2) • Analyze advertising techniques (Book 4, Unit 2, Lesson 4) • Reduce debt and save money (Book 5, Unit 2, Lesson 2) • Identify investment strategies (Book 5, Unit 2, Lesson 3) • Protect yourself against identify theft (Book 5, Unit 2, Lesson 5)

2. CONSUMER ECONOMICS - COMPLAINTS (IL-A)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
Access community or commercial agencies to resolve a consumer complaint.	<ul style="list-style-type: none"> • Consumer Smarts (Book 3, Unit 2, all lessons) • Arrange and cancel utilities (Book 3, Unit 3, Lesson 3) • Identify ways to be a smart consumer (Book 4, Unit 2, Lesson 2) • Analyze advertising techniques (Book 4, Unit 2, Lesson 4) • Interpret rental agreements (Book 5, Unit 4, Lesson 2)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Make an oral or written consumer complaint	<ul style="list-style-type: none"> • Write a letter (complaint) to a landlord (Book 3, Unit 3, Lesson 5) • Write a business letter (complaint) (Book 4, Unit 2, Lesson 5) • Communicate issues by phone (complaint) (Book 5, Unit 4, Lesson 1)
Identify an appropriate consumer complaint	<ul style="list-style-type: none"> • Identify tenant and landlord rights (Book 5, Unit 3, Lesson 3)

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4, 5, 6 CONSUMER ECONOMICS - HOUSING (BL-A)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
(4) Describe methods and procedures to obtain housing and related services including low-cost community housing. (5) Interpret lease and rental agreements and recognize responsibilities of renters and landlords. (6) Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	<ul style="list-style-type: none"> • Books 1-5 have a full unit on housing

DIRECT CORRELATION

"Direct correlation" suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
(4) Name and identify various types of housing, areas of the home, common household items, and common household problems. (6) Research and identify options for rental, purchase or temporary housing.	<ul style="list-style-type: none"> • Describe housing (Basic, Unit 5, Lesson 2) • Identify types of housing (Book 1, Unit 4, Lesson 1) • Describe parts of a home (Book 1, Unit 4, Lesson 2) • Identify furniture in a house (Book 1, Unit 4, Lesson 5) • Describe housing (Book 2, Unit 4, Lesson 2) • Identify rooms and furniture (Book 2, Unit 4, Lesson 4) • Make decisions about housing (Book 3, Unit 4, Lesson 2) • Interpret housing advertisements (Book 4, Unit 3, Lesson 1) • Compare types of housing (Book 4, Unit 3, Lesson 2, Lesson 2) • Identify housing preferences (Book 4, Unit 3, Lesson 3)
(4) Ask appropriate questions to rent or buy housing.	<ul style="list-style-type: none"> • Use the telephone and make appointments (Book 1, Unit 4, Lesson 4) • Complete a rental application (Book 2, Unit 4, Lesson 3) • Make decisions about housing (Book 3, Unit 3, Lesson 2) • Interpret Mortgage information (Book 4, Unit 3, lesson 5) • Identify the steps to buying a home (Book 4, Unit 3, Lesson 4) • Interpret rental agreements (Book 5, Unit 4, Lesson 3)

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EL Civics Objective	Stand Out Objective
(4)Select housing by interpreting classified ads, signs, and other information.	<ul style="list-style-type: none"> • Interpret classified ads (Book 1, Unit 4, Lesson 3) • Interpret classified ads (Book 2, Unit 4, Lesson 2) • Interpret classified ads (Book 3, Unit 3, Lesson 1) • Interpret housing advertisements (Book 4, Unit 3, Lesson 1)
(4)Read and explain rental agreements (4)Complete an application to rent housing or apply for a mortgage (5) Identify terms used in a lease and rental agreement. (5) Identify features of a lease. (5) Identify common information found in a lease and/or rental... (5) Fill out a standard lease or rental agreement.	<ul style="list-style-type: none"> • Complete a rental application (Book 2, Unit 4, Lesson 1) • Interpret mortgage information (Book 4, Unit 3, Lesson 5) • Interpret rental agreements (Book 5, Unit 4, Lesson 2)
(4)Obtain, maintain, or cancel housing utilities (4)Interpret a utility bill	<ul style="list-style-type: none"> • Arrange and cancel utilities (Book 3, Unit 3, Lesson 3)
(4)Report and/or discuss issues of concern with landlord... (4)Read and discuss information about tenants’ rights... (4)Write a note or letter about a housing problem. (5) Identify common information found in a lease and/or rental... (5) Write a note or letter to a landlord describing a situation... (6) Identify and discuss students encounter as tenants. (6) Report maintenance problems. (6) Write a letter of complaint.	<ul style="list-style-type: none"> • Write a letter (complaint) to a landlord (Book 3, Unit 3, Lesson 5) • Identify tenant and landlord rights (Book 5, Unit 4, Lesson 3) • Communicate issues (complaint) by phone (Book 5, Unit 4, Lesson 1)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
(4)Describe methods and procedures to obtain housing and related services including low-cost community housing. (5) Interpret lease and rental agreements and recognize responsibilities of renters and landlords. (6) Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	<ul style="list-style-type: none"> • Identify steps to buying a home (Book 4, Unit 3, Lesson 4) • Get insurance (Book 5, Unit 4, Lesson 4) • Prevent theft (Book 5, Unit 4, Lesson 5)

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7. COMMUNITY RESOURCES - SAFETY (BL-A)

8. COMMUNITY RESOURCES – ADVOCACY (BL-A)

10. COMMUNITY RESOURCES – DIRECTORY (BL-A)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
(7) Identify effective ways to safeguard families and homes including the use of community and governmental resources. (8) Identify a local community need or civic-oriented complaint; research and address the issue. (10) Identify, locate, and map important places in the community, the state, and the country, and list services available and/or importance of each location.	<ul style="list-style-type: none"> Books Basic –Book 4 have a unit on Community and Community Resources Books 3-5 have a unit on Civic Responsibility and Government.

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
(7) Demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies.	<ul style="list-style-type: none"> Identify and describe emergencies (Book 2, Unit 6, Lesson 5)
(7) List and or describe the most effective methods for reducing risk of burglary, theft and sexual assault.	<ul style="list-style-type: none"> Prevent theft (Book 5, Unit 4, Lesson 5)
(8) Research and discuss issues that most affect the community. (8) Identify problems in the local government.	<ul style="list-style-type: none"> Compare and contrast ideas (community issues) (Book 3, Unit 8, Lesson 2) Express opinions about community issues (Book 3, Unit 8, Lesson 3) Communicate opinions about community problems (Book 4, Unit 8, Lesson 3) Interpret information about environmental issues (Book 5, Unit 8, Lesson 4) Communicate your opinion (Book 5, Unit 8, Lesson 5)

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EL Civics Objective	Stand Out Objective
<p>(10) Make a map of the local neighborhood or city that includes important places in the community.</p> <p>(10) Name important places in the community, their locations and importance of their locations.</p> <p>(10) Find important places /community agencies on a map.</p>	<p>The EL Civic objective is specific to own community. These objectives are templates or lead in to the EL Civic objective.</p> <ul style="list-style-type: none"> • Identify and ask about locations (Basic, Unit 5, Lesson 1) • Give and follow directions (Basic, Unit 5, Lesson 5) • Identify locations and services (Book 1, Unit 5, Lesson 1) • Give and follow street directions (Book 1, Unit 5, Lesson 2) • Describe your community (Book 2, Unit 5, Lesson 1) • Scan a directory index (Book 2, Unit 5, Lesson 2) • Give and follow Directions (Book 2, Unit 5, Lesson 3) • Interpret a road map (Book 3, Unit 4, Lesson 3) • Interpret a road map (Book 4, Unit 4, Lesson 4) • Identify local civic organizations (Book 5, Unit 8, Lesson 3)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
<p>(7) Identify effective ways to safeguard families and homes including the use of community and governmental resources.</p> <p>(8) Identify a local community need or civic-oriented complaint; research and address the issue.</p> <p>(10) Identify, locate, and map important places in the community, the state, and the country, and list services available and/or importance of each location.</p>	<ul style="list-style-type: none"> • Write about a place (Book 3, Unit 4, Lesson 5) • Identify ways to volunteer in the community (Book 4, Unit 4, Lesson 5) • Interpret civic responsibilities (Book 4, Unit 8, Lesson 1) • Apply for a driver’s license and respond to Jury duty (Book 4, Unit 8, Lesson 2) • Give a speech (Book 4, Unit 8, Lesson 5) • Understand your rights (Book 5, Unit 8, Lesson 2)

12. COMMUNITY RESOURCES - DMV (BL-A)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
<p>Identify and interpret traffic lights and signals.</p> <p>Identify and interpret regulatory and warning signs.</p>	<ul style="list-style-type: none"> • Follow the rules of the road (Book 5, Unit 3, Lesson 5)
<p>Identify various types of vehicles</p>	<ul style="list-style-type: none"> • Different types of cars (Book 5, Unit 3, (Vocabulary Builder)
<p>Fill out application for DMV identification or driver’s license</p>	<ul style="list-style-type: none"> • Apply for a driver’s license (Book 4, Unit 8, Lesson 2)
<p>Identify different car parts</p>	<ul style="list-style-type: none"> • Maintain and repair your car (Book 5, Unit 3, Lesson 2)

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13, 14. COMMUNITY RESOURCES - EDUCATION (BH-A)* (IELC)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
13. Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	<ul style="list-style-type: none"> Identify learning opportunities (Book 1, Unit 8, Lesson 3) Evaluate learning and work skills (Book 2, Unit 7, Lesson 1) Find ways to learn (Book 2, Unit 8, Lesson 4) Identify study habits (Book 3, Unit 1, Lesson 4) Identify obstacles and give advice (Book 4, Unit 1, Lesson 3) Identify and apply time-management skills (Book 4, Unit 1, Lesson 5) Identify learning style (Book 5, Unit 1, Lesson 1) Identify time-management strategies (Book 3, Unit 1, Lesson 5)
14. Identify educational opportunities and research education/training required to achieve a personal goal.	

DIRECT CORRELATION

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EL Civics Objective	Stand Out Objective
Identify a personal goal and determine appropriate steps to achieve it. Report goal and describe appropriate steps to achieve it orally or in writing.	<ul style="list-style-type: none"> Develop goals (Book 1, Unit 8, Lesson 1) Identify goals (Book 2, Unit 8, Lesson 1) Set academic goals (Book 2, Unit 8, Lesson 2) Record goals (Book 2, Unit 8, Lesson 5) Identify educational goals (Book 3, Unit Pre, Lesson 3) Identify goals and obstacles (Book 3, Unit 1, Lesson 2) Write about goals (Book 3, Unit 1, Lesson 3) Write about your goals (Book 4, Unit Pre, Lesson 3) Create a goal chart (Book 4, Unit 1, Lesson 2) Identify a career path (Book 5, Unit 1, Lesson 2) Identify and prioritize goals (Book 5, Unit 1, Lesson 4)

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15, 16. COMMUNITY RESOURCES - EMERGENCY (BL-A)

Calling 911 in an emergency, scanning a directory or phone book are found in Book 2. Using a telephone and communicating issues is found in all books, but not necessarily in the context of emergencies.

19. COMMUNITY RESOURCES – IMMIGRANT RESOURCES (BL-A)

Book 5, Unit 8 introduces topics related to this focus:

- Identify requirements for establishing residency and citizenship
- Understand your rights
- Identify local civic organizations

20, 21. COMMUNITY RESOURCES – PARENTING (BH-A)

The health units in Books 3 and 5 discuss the connection between a “healthy mind, body, and spirit” and activities. (Book 3, Unit 5, Lesson 3)

- Identify healthy habits
- Identify practices that promote mental and physical well-being (Book 5, Unit 5, Lesson 1)

23. ACCESS AND USE COMMUNITY SERVICE AND GOVERNMENT AGENCY INFORMATION (BL-A)* (IELC)

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EL Civics Objective	Stand Out Objective
*Access and use Internet resources to obtain community service info.	• Identify locations and services (Book 1, Unit 5, Lesson 1)
*Locate specific community services and read ads in the yellow pages	• Ask for information (Places in your community) (Book 3, Lesson, Unit 4, Lesson 1)
*Use library services to obtain community service information.	• Interpret charts and compare information (Bank, Library & DMV) (Book 3, Unit 4, Lesson 2)
*Find phone numbers of government agencies in the phone book.	• Scan an internet search page (Book 2, Unit 5, Lesson 2)
*Research and discuss issues that most affect the community.	• Locate community resources (Book 4, Unit 4, Lesson 1)
*Identify problems in the local community	• Compare and contrast ideas (identify community and govt. issues) (Book 3, Unit 8, Lesson 2)
*Contact community or government agencies to ask questions, report a problem, lodge a complaint, etc	• Express opinions (Community needs) (Book 3, Unit 8, Lesson 4)
	• Communicate opinions about community problems (Book 4, Unit 8, Lesson 3)

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DIRECT CORRELATION (23 Continued)

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EL Civics Objective	Stand Out Objective
Access and use Internet resources to obtain community service info.	<ul style="list-style-type: none">• Scan an internet search page (Book 2, Unit 5, Lesson 2)• Locate community resources (Book 4, Unit 4, Lesson 1)
Use library services to obtain community service information.	<ul style="list-style-type: none">• Interpret charts and compare information (Bank, Library & DMV) (Book 3, Unit 4, Lesson 2)
Identify problems in the local community	<ul style="list-style-type: none">• Compare and contrast ideas (identify community and govt. issues) (Book 3, Unit 8, Lesson 2)• Express opinions (Community needs) (Book 3, Unit 8, Lesson 4)• Communicate opinions about community problems (Book 4, Unit 8, Lesson 3)

25. COMMUNITY RESOURCES - VOLUNTEERS (BL-A)* (IELC)

Identifying ways to volunteer in the community (Book 3, Unit 4, and Lesson 5).
Volunteering (Book 4, Unit 4, Lesson 5)

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27. HEALTH – EMERGENCIES (BL-A)* (IELC)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First aid training.	<ul style="list-style-type: none"> • Identify parts of the body (Book 1, Unit 6, Lesson 1) • Identify illnesses and health problems (Book 1, Unit 6, Lesson 2) • Describe healthy and unhealthy practices (Book 1, Unit 6, Lesson 5) • Describe healthy practices (Book 2, Unit 6, Lesson 1) • Identify ailments (Book 2, Unit 6, Lesson 2) • Identify parts of the body (Book 3, Unit 5, Lesson 1) • Identify health habits (Book 3, Unit 5, Lesson 3) • Identify health habits (Book 4, Unit 5, Lesson 1) • Describe symptoms and illnesses (Book 4, Unit 5, Lesson 2) • Identify practices that promote mental & physical health (Book 5, Unit 5, Lesson 1)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Identify and demonstrate first aid skills	<ul style="list-style-type: none"> • Interpret procedures for first aid (Book 5, Unit 5, Lesson 5)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First aid training.	<ul style="list-style-type: none"> • Identify and describe emergencies (Book 2, Unit 6, Lesson 5) • Identify addictions (Book 5, Unit 5, Lesson 4) • Complete a health insurance form (Book 4, Unit 5, Lesson 5)

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28. HEALTH – HEALTH CARE (BL-A)

30. HEALTH – PHARMACY (BL-A)* (IELC)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
(28) Access the health care system and be able to interact with the prov.. (30) Demonstrate how to use pharmacies/drug stores and medicines.	<ul style="list-style-type: none"> Identify body parts (Basic, Unit 6, Lesson 1) Identify parts of the body (Book 1, Unit 6, Lesson 1) Identify parts of the body (Book 3, Unit 5, Lesson 1)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
(28)(30) Describe symptoms of an illness	<ul style="list-style-type: none"> Describe symptoms and illnesses (Basic, Unit 6, Lesson 2) Identify illnesses and health problems (Book 1, Unit 6, Lesson 2) Identify ailments (Book 2, Unit 6, Lesson 2) Communicate symptoms to a doctor (Book 3, Unit 5, Lesson 2) Describe symptoms and illnesses (Book 4, Unit 5, Lesson 2)
(28) Perform actions in response to doctor’s instructions...	<ul style="list-style-type: none"> Interpret doctor’s instructions (Book 4, Unit 5, Lesson 3)
(28) Evaluate medical and dental insurance information. Read and interpret simple information about insurance.	<ul style="list-style-type: none"> Complete a health insurance form (Book 4, Unit 5, Lesson 5) Interpret health insurance information (Book 5, Unit 5, Lesson 3)
(28) Ask for explanations of a medical bill and payment plan.	<ul style="list-style-type: none"> Ask about medical bills (Book 5, Unit 5, Lesson 2)
(28) Explain medicine labels and medical warning labels. (30) Read and discuss directions on medicine labels. (30) Identify how to take medications including dosage frequency	<ul style="list-style-type: none"> Identify medications (Basic, Unit 6, Lesson 3) Give advice (Book 1, Unit 6, Lesson 3) Read medicine labels (Book 2, Unit 6, Lesson 4)
(28) Make medical appointments and transfer to a calendar.	<ul style="list-style-type: none"> Make a doctor’s appointment (Book 2, Unit 6, Lesson 3)
(28) Discuss and/or recognize basic first aid for adults and children. (28) List basic first aid procedures.	<ul style="list-style-type: none"> Interpret procedures for first aid (Book 5, Unit 5, Lesson 5)
(28) Identify healthy and unhealthy lifestyles.	<ul style="list-style-type: none"> Describe healthy practices (Basic, Unit 6, Lesson 4) Describe healthy and unhealthy practices (Book 1, Unit 6, Lesson 5) Describe healthy practices (Book 2, Unit 6, Lesson 1) Identify health habits (Book 3, Unit 5, Lesson 3) Identify health habits (Book 4, Unit 5, Lesson 1) Identify practices that promote mental & physical health (Book 5, Unit 5, Lesson 1) Identify addictions (Book 5, Unit 5, Lesson 4)

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29. HEALTH – INSURANCE (IL-A)

30. HEALTH – PHARMACY * (IELC)

All levels of Stand Out have a health unit.

DIRECT CORRELATION

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EL Civics Objective	Stand Out Objective
(29) Read and discuss information that explains types of insurance coverage (HMOs, PPOs, etc.). (30) Evaluate insurance options and medical coverage.	<ul style="list-style-type: none">• Complete a health insurance form (Book 4, Unit 5, Lesson 5)• Interpret health insurance information (Book 5, Unit 5, Lesson 3)

31. HEALTH – SUBSTANCE ABUSE

Find a lesson on substance abuse in Book 5: Identify addictions (Book 5, Unit 5, Lesson 4)

33. EMPLOYMENT – RESOURCES (BL-A) * (IELC)

SUPPORTING OBJECTIVES

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EL Civics Objective	Stand Out Objective
Identify and access employment and training resources needed to obtain and keep a job.	Books Basic -2 have one unit on employment Books 3-5 – have 2 units on employment

See next page for direct correlations

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33 continued

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Analyze and evaluate descriptions of job duties, wages, and benefits.	<ul style="list-style-type: none"> Identify job duties (Basic, Unit 7, Lesson 3) Identify jobs and job skills (Book 2, Unit 7, Lesson 2) Identify job skills and preferences (Book 3, Unit 6, Lesson 2) Interpret benefit information (Book 3, Unit 7, Lesson 3) Identify skills and characteristics (Book 4, Unit 6, Lesson 1)
Ask for information about prospective jobs on the telephone or in person.	<ul style="list-style-type: none"> Fill out a job application (Book 3, Unit 6, Lesson 4)
Complete a job application	<ul style="list-style-type: none"> Write your job history (Book 1, Unit 7, Lesson 3) Apply for a job (Book 2, Unit 7, Lesson 3) Fill out a job application (Book 3, Unit 6, Lesson 4)
Create a resume	<ul style="list-style-type: none"> Write a resume (Book 4, Unit 6, Lesson 3)
Demonstrate successful job interview techniques.	<ul style="list-style-type: none"> Perform a job interview (Book 1, Unit 7, Lesson 4) Interview for a job (Book 2, Unit 7, Lesson 4) Interview for a job (Book 3, Unit 6, Lesson 5) Prepare for a job interview (Book 4, Unit 6, Lesson 5)
Read job ads and announcements for specific information.	<ul style="list-style-type: none"> Interpret classified ads (Book 1, Unit 7, Lesson 2) Apply for a job (Book 2, Unit 7, Lesson 3) Interpret job advertisements (Book 3, Unit 6, Lesson 3) Conduct a job search (Book 4, Unit 6, Lesson 3)
Identify job titles, responsibilities, and places of work. Identify different jobs, job duties, and wages associated with jobs.	<ul style="list-style-type: none"> Identify occupations (Basic, Unit 7, Lesson 1) Identify common occupations (Book 1, Unit 7, Lesson 1) Identify job titles and skills (Book 3, Unit 6, Lesson 1) Identify skills and characteristics (Book 4, Unit 6, Lesson 1)
Identify and list the steps for applying for a job	Each lesson in Books 1 and 2, Unit 7 walk through steps to applying for a job Each lesson in Books 3 and 4, Unit 6 walk through applying for a job
Read and interpret pay stubs	<ul style="list-style-type: none"> Interpret pay stubs (Book 3, Unit 7, Lesson 2)
Identify personal strengths, weaknesses, skills and past work experience	<ul style="list-style-type: none"> Interpret performance reviews (Book 1, Unit 6, Lesson 5) Evaluate learning and work skills (Book 2, Unit 7, Lesson 1) Identify job skills and preferences (Book 3, Unit 6, Lesson 2) Identify skills and characteristics (Book 4, Unit 6, Lesson 1)

Stand Out and California EL Civics Correlation

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
Identify and access employment and training resources needed to obtain and keep a job.	<ul style="list-style-type: none"> Write a cover letter (Book 4, Unit 6, Lesson 4)

36. EMPLOYMENT – SAFETY (BL-A) * (IELC)

SUPPORTING OBJECTIVES

30 hours of instruction are required for EL Civics to be valid. No objectives will take 30 hours of instruction for students to master. Therefore vocabulary building and other basic language development is necessary in preparation for the students prior to be introduced to the specific objectives. Also, some instructors don’t see how EL Civics can be integrated into instruction. The following lessons and objectives are intended as support to prepare students for the objectives to come.

EL Civics Objective	Stand Out Objective
Identify work-related safety regulations, standards and procedures.	<ul style="list-style-type: none"> Identify workplace actions (Book 4, Unit 7, Lesson 2) Communicate problems to a supervisor (Book 4, Unit 7, Lesson 3)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Identify and interpret various safety related signs commonly found Read and interpret basic safety instructions	<ul style="list-style-type: none"> Read signs and follow directions (Basic, Unit 7, Lesson 5) Identify safe workplace behavior (Book 3, Unit 7, Lesson 4) Identify appropriate and inappropriate behavior (Book 4, Unit 7, Lesson 1)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
Identify work-related safety regulations, standards and procedures.	<ul style="list-style-type: none"> Compare employee behavior and attitudes (Book 3, Unit 7, Lesson 1) Communicate at work (Book 3, Unit 7, Lesson 5) Make ethical decisions (Book 4, Unit 7, Lesson 4)

Stand Out and California EL Civics Correlation

37. EMPLOYMENT – SOFT SKILLS (BL-A) * (IELC)

SUPPORTING OBJECTIVES

30 hours of instruction are required for EL Civics to be valid. No objectives will take 30 hours of instruction for students to master. Therefore vocabulary building and other basic language development is necessary in preparation for the students prior to be introduced to the specific objectives. Also, some instructors don't see how EL Civics can be integrated into instruction. The following lessons and objectives are intended as support to prepare students for the objectives to come.

EL Civics Objective	Stand Out Objective
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.	<ul style="list-style-type: none"> Each lesson in Books 1 and 2, Unit 7 model good workplace behavior. Each lesson in Books 3 and 4, Unit 7 model good workplace behavior.

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Identify and list qualities expected of a good employee in the U.S.	<ul style="list-style-type: none"> Interpret performance reviews (Book 1, Unit 6, Lesson 5) Evaluate learning and work skills (Book 2, Unit 7, Lesson 1) Identify job skills and preferences (Book 3, Unit 6, Lesson 2) Compare employee behavior and attitudes (Book 3, Unit 7, Lesson 1) Communicate at work (Book 3, Unit 7, Lesson 5) Identify skills and characteristics (Book 4, Unit 6, Lesson 1) Make ethical decisions (Book 4, Unit 7, Lesson 4)
Demonstrate knowledge of appropriate workplace communication.	<ul style="list-style-type: none"> Communicate at work (Book 3, Unit 7, Lesson 5) Communicate problems to a supervisor (Book 4, Unit 7, Lesson 3)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
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.	<ul style="list-style-type: none"> Make ethical decisions (Book 4, Unit 7, Lesson 4)

Stand Out and California EL Civics Correlation

38. 39, 40 GOVERNMENT AND LAW – CITIZENSHIP PREPARATION (IL-A)

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
(38) Identify the structure and areas of responsibility of local, county, state and/or federal governments. (40) Identify the three branches of American government. (40) Identify three levels of American government and describe their major functions (40) Describe the three branches of American government.	<ul style="list-style-type: none"> • Interpret the system of U.S. government (Book 3, Unit 8, Lesson 3)
(39) Compare and contrast candidates’ stands on various issues.	<ul style="list-style-type: none"> • Compare and contrast (political philosophies (Book 3, Unit 8, Lesson 2)
(39) Communicate one’s opinion on a current issue.	<ul style="list-style-type: none"> • Express opinions about community issues (Book 3, Unit 8, Lesson 4) • Communicate opinions about a community problem (Book 4, Unit 8, Lesson 3) • Communicate your opinion (Book 5, Unit 8, Lesson 5)

EXTENSION OBJECTIVES

The following lessons and objectives relate directly to the spirit of the competency area and EL Civics focus. To improve the “integration” into the standard ESL curriculum while adding to students’ proficiency in the competency area, consider using these lessons.

EL Civics Objective	Stand Out Objective
Identify the basic organization and access to local, county, state and/or federal government.	<ul style="list-style-type: none"> • Identify U.S. geographical locations (Book 3, Unit 8, Lesson 1) • Write a speech (Book 3, unit 8, Lesson 5) • Interpret civic responsibilities (Book 4, Unit 8, Lesson 1) • Interpret the electoral process (Book 4, Unit 8, Lesson 4) • Give a speech (Book 4, Unit 8, Lesson 5) • identify requirements for establishing residency (Book 5, Unit 8, Lesson 1) • Understand your rights (Book 5, unit 8, Lesson 2) • Identify local civic organizations (Book 5, Unit 8, Lesson 3)

43. GOVERNMENT AND LAW – ENVIRONMENT (BL-A)

Book 5, Unit 8, Lesson 4 is a lesson on environmental issues

45. GOVERNMENT AND LAW – LAW (IL-A)

Book 5, Unit 8, Lesson 1 and 2 are lessons on establishing residency and citizenship, and understanding rights.

Stand Out and California EL Civics Correlation

46. HEALTH – NUTRITION (BL-A) * (IELC)

SUPPORTING OBJECTIVES

30 hours of instruction are required for EL Civics to be valid. No objectives will take 30 hours of instruction for students to master. Therefore vocabulary building and other basic language development is necessary in preparation for the students prior to be introduced to the specific objectives. Also, some instructors don't see how EL Civics can be integrated into instruction. The following lessons and objectives are intended as support to prepare students for the objectives to come.

EL Civics Objective	Stand Out Objective
Access resources for nutrition education and information related to the purchase and preparation of healthy foods.	•

DIRECT CORRELATION

“Direct correlation” suggests that EL Civics lessons could be derived directly from these lessons. The lessons could then be adjusted for different levels.

EL Civics Objective	Stand Out Objective
Identify a healthy diet as recommended by the USDA. Identify the relationship between nutrition and good health	<ul style="list-style-type: none"> Plan meals (Book 2, Unit 3, Lesson 4) Interpret nutrition information (Book 3, Unit 5, Lesson 4) Interpret nutrition information (Book 4, Unit 5, Lesson 4)
Interpret food packaging labels.	<ul style="list-style-type: none"> Interpret nutrition information (Book 3, Unit 5, Lesson 4) Interpret nutrition information (Book 4, Unit 5, Lesson 4)

*Stand Out also has Projects many of which are productive in an “EL Civics” environment.

Team projects allow students to work in groups and create a project unique to them. They are the ultimate application for a unit. Projects allow students to simulate using their language in the real world, and they create products that are about their own community which is the nature of EL Civics.

Basic	Book 1	Book 2	Book 3	Book 4	Book 5
Make a class book	Create a student profile	Describe a student	Make a schedule	Create a goal chart (14)	Create a personal profile (14)
Make a display (culture) (11)	Plan a department store	Design a clothing store	Create a purchase plan	Purchase plan	Create a financial plan
Make a shopping list	Create a restaurant	Plan a menu for a week (46)	Create a housing plan	Real estate brochure	Create an auto handbook
Open a clothing store	Plan a dream home	Plan a move	Create a city brochure	Community Resource Guide (23)	Housing issues
Describe your community	Make a city brochure	Describe your community (23)	Create a healthy living plan (30)	Community health pamphlet (30)	Health presentation (30)
Create an appointment book	Role-play an emergency	Make a health pamphlet (30)	Create a job app portfolio (33)	Job application portfolio (33)	Create an online store
Start a company (3)	Get a new job (37)	Make your own company (3)	Create employee handbook (33)	Solve a company problem	Set-up a business office (3)
Create a study guide (50)	Meet your goals (14)	Make a time line (14)	Run for mayor	Conduct an election	Give an opinion speech