

**PRE-APPROVED CIVIC OBJECTIVES  
FOR USE IN CALIFORNIA EL CIVICS PROGRAMS WITH CIVIC PARTICIPATION AND/OR IELCE  
IN THE 2025-2026 SCHOOL YEAR**

The following list of Pre-Approved Civic Objectives is a compilation of objectives originally developed and used by the field in 2002-2003 school year and updated each year since. 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 2025-2026 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
- T = Transitions
- WT = Workforce Training

Note the EL Civics Focus Areas which highlight the focus of the objective: Naturalization, U.S. History, Civic Engagement or Government. Note also that all Civic Objectives are Section 231 funded. Those marked with a † are also 243 funded.

Language and Literacy Objectives related to Social Justice issues found in Civic Objective 53 (Transitions) and others were adapted from the Massachusetts English Language Proficiency Standards for Adult Education, 2019 Appendix A: MA ELPS for Civics and Navigating Systems.

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 in 2000-03 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.)

**ESL Literacy** students are usually those scoring 183 and below (Literacy) on CASAS STEPS Reading and 181 and below (Literacy) on CASAS STEPS 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 Website at [www.casas.org](http://www.casas.org).*

To verify that students are at the Literacy Level, check the CASAS Reading Locator or Appraisal score. In addition, observe what the students are able to do ***following instruction:***

Literacy - Scoring 183 and below on CASAS STEPS Reading and 181 and below on CASAS STEPS Listening Tests. On exit, students will be able to:<sup>1</sup>

<b>Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)<sup>2</sup></b>	<b>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</b>
with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.	with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.
with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.	show limited awareness of differences between informal and formal language use.
	With support (including context and visual aids), recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.
<b>Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)</b>	
participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh- questions.	
participate in short, shared research projects, gather information from a few provided sources, and label some key information.	

<sup>1</sup> Appendix B New Educational Functioning Level Descriptors for Adult Basic Education and English as a Second Language. National Reporting System for Adult Education, 2016 [https://www.casas.org/docs/default-source/el-civics/nrs-appendix-b-efl-esl-descriptors-extract.pdf?sfvrsn=bb79325a\\_2>Status=Master](https://www.casas.org/docs/default-source/el-civics/nrs-appendix-b-efl-esl-descriptors-extract.pdf?sfvrsn=bb79325a_2>Status=Master)

<sup>2</sup> Numbers in parentheses represent ELP Standards.

**ESL Beginning Low** students are those that score between 184-196 on the CASAS STEPS Reading and 182-191 on CASAS STEPS Listening Tests. Thirty-seven 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 Website at [www.casas.org](http://www.casas.org).**

To verify that students are at the BL level and are able to participate in the designated civic objectives, check the CASAS Reading Locator or Appraisal score. In addition, observe what the students are able to demonstrate in listening, speaking and writing:

Beginning Low – Scoring between 184-196 on the CASAS STEPS Reading and 182-191 on CASAS STEPS Listening Tests: On exit, students will be able to:<sup>1</sup>

<b>Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)</b>	<b>Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)</b>
identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.	with support, communicate information and feelings about familiar texts, topics, and experiences.
with support, identify a point an author or a speaker makes.	express an opinion about a familiar topic, experience, or event and give a reason for the opinion.
Relying heavily on context, questioning, and knowledge of morphology in their native language(s) recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.	with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.
	show emerging awareness of differences between informal and formal language use.
<b>Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)</b>	
actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh- questions.	
with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.	

<sup>1</sup> Appendix B New Educational Functioning Level Descriptors for Adult Basic Education and English as a Second Language. National Reporting System for Adult Education, 2016 [https://www.casas.org/docs/default-source/el-civics/nrs-appendix-b-efl-esl-descriptors-extract.pdf?sfvrsn=bb79325a\\_2>Status=Master](https://www.casas.org/docs/default-source/el-civics/nrs-appendix-b-efl-esl-descriptors-extract.pdf?sfvrsn=bb79325a_2>Status=Master)

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2025-26 Pre-Approved EL Civics Objectives

#	Competency Area/ Description	Civic Objective  EL Civics Focus Area(s)  I <sup>3</sup> Focus Area	Language/Literacy Objectives  ▪ Starred objectives (*) are suitable for Beginning Low (BL). ▪ Bold print indicates revision, including levels, for 2025-2026. ▪ Italics print indicates new objectives. ▪ All Civic Objectives are Section 231 funded. Those marked with a † are also 243 funded.	Levels
1	Consumer Economics – Banking	Identify, evaluate, and compare financial service options in the community.  EL Civics Focus Area(s): Civic Engagement  I3 Focus Area: Economic Security	<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/mobile payment services to make purchases and pay expenses.</li> <li>3. *Read and discuss credit card and/or financial statements.</li> <li>4. Research and evaluate debt counseling resources/services.</li> <li>5. *Examine personal spending habits in order to create a budget.</li> <li>6. Identify and discuss credit issues (e.g. know, monitor and improve credit score, manage/avoid consumer debt, identify ways to build good credit, etc.).</li> <li>7. *Identify requirements for opening an account with a financial institution/service provider.</li> <li>8. *Use online/mobile banking applications securely to complete financial tasks.</li> <li>9. *Identify financial institutions/service providers in the community or online.</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 advantages and disadvantages of using check-cashing services, money wiring services and/or Apps.</li> <li>13. *Communicate with financial institutions/service providers to obtain information and/or solve a problem.</li> <li>14. Compare the advantages and disadvantages of services provided by financial institutions/service providers e.g. banks, credit unions, credit card companies, check cashing services, including direct deposit, online bill pay, mobile payment apps, pay day loans, etc.</li> <li>15. Fill out applications (e.g. for a loan, checking or savings account, credit card or online/mobile payment services, etc.).</li> <li>16. Contact a financial institution (e.g. to dispute a service charge, report a stolen credit card or complain about bank services, etc.).</li> <li>17. *Complete a tax preparation chart.</li> </ol>	BL-A

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2	Consumer Economics – Complaints	Access community or commercial agencies to resolve a consumer complaint. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Economic Security	<ol style="list-style-type: none"> <li>Identify an appropriate consumer complaint.</li> <li>Identify appropriate agencies to contact to help resolve a consumer complaint.</li> <li>Respond to an online customer care survey.</li> <li>Write an online review for a product or a service.</li> <li>Make an oral or written consumer complaint.</li> <li>Complete a complaint form.</li> <li>Contact an agency to get information about lodging a consumer complaint.</li> <li>Identify and/or compile documentation to support a complaint.</li> <li>Describe a fair resolution to a complaint.</li> <li>Identify and/or discuss consumer rights.</li> </ol>	IL-A
†3	Consumer Economics-General	Develop a business plan for a small business in order to participate in the economic growth of the community. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area:	<ol style="list-style-type: none"> <li>Chart the weekly production and selling cycles for a small business.</li> <li>Determine personal, financial and business goals.</li> <li>Discuss the advantages and disadvantages of different suppliers.</li> <li>Research and/or explain how various factors determine the price of supplies.</li> <li>Utilize value added techniques for different goals and services.</li> <li>Determine strategies to increase profit in a business and allocate profit back into the business.</li> <li>Listen to a speaker and/or participate in a discussion about running a small business by asking questions and taking notes on the information provided.</li> <li>Determine questions to be included on a community survey to determine the need for a specific new business.</li> <li>Contact an appropriate city agency to determine city ordinances pertinent to a new business.</li> <li>Deleted.</li> <li>Fill out an application for a business permit, Individual Taxpayer Identification</li> </ol>	IL-A

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		Economic Security	<p>12. Number (ITIN) or other business-related item.</p> <p>13. Interpret a zoning ordinance to determine if it permits a small business in the zoned area.</p> <p>14. Define the role the entrepreneur plays in a free-enterprise system.</p> <p>15. Create a visual representation that demonstrates an analysis of the elements of entrepreneurship.</p> <p>16. Identify and present a business solution to an identified problem.</p> <p>17. Evaluate and report on the viability of business solutions.</p> <p>18. Write a business plan summary.</p> <p>19. *Identify a current, proposed, or possible future business.</p> <p>20. Describe the elements of a business plan.</p> <p>21. *Complete a business-related template such as an estimate, a quote, a contract, or list of resources, etc. needed to start or conduct a business.</p> <p>22. Fill out Form W-7, the application for an IRS Individual Taxpayer Identification Number.</p>	
4	Consumer Economics – Housing	<p>Describe methods and procedures to obtain housing and related services including low-cost community housing.</p> <p>EL Civics Focus Area(s): Civic Engagement Government</p> <p>I<sup>3</sup> Focus Area: Economic Security</p>	<p>1. *Identify or name various types of housing, areas of the home, common household items and/or problems.</p> <p>2. *Ask appropriate questions to rent or buy housing.</p> <p>3. Select appropriate housing by interpreting online listings, ads, signs, and other information.</p> <p>4. Read and explain rental agreements.</p> <p>5. Obtain, maintain, or cancel housing utilities.</p> <p>6. *Report and/or discuss issues of concern with landlord, property manager or real estate agent.</p> <p>7. Read and discuss information about tenants', landlords' or home buyers' rights.</p> <p>8. *Complete an application to rent housing or apply for a mortgage.</p> <p>9. Interpret a utility bill.</p> <p>10. Identify qualifications needed to obtain subsidized housing.</p> <p>11. Write a note, email or letter about a housing problem.</p>	BL-A

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5	Consumer Economics-Housing	Interpret lease and rental agreements and recognize responsibilities of renters and landlords. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Economic Security	<ol style="list-style-type: none"> <li>1. Explain terms used in lease and rental agreements.</li> <li>2. Read authentic lease and rental agreements.</li> <li>3. Explain 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. Deleted.</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, email or letter to a landlord about a lease or rental agreement.</li> <li>10. Write a note, email 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. (This objective has only 2 AAPs.)  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/or 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. *Identify or name common home maintenance problems.</li> <li>7. Write an email or letter of complaint to a landlord or housing agency.</li> <li>8. Listen to a speaker and/or participate in a discussion about housing issues by asking questions and taking notes on the information provided.</li> <li>9. Attend a meeting of a local housing advocacy group or review its website and report about the information obtained.</li> </ol>	BL-A

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		I <sup>3</sup> Focus Area: Economic Security		
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  I <sup>3</sup> Focus Area: Children and Family	<ol style="list-style-type: none"> <li>1. *Follow verbal instructions given in a CPR (Cardiopulmonary Resuscitation)/AED (Automated External Defibrillator) /first aid workshop to demonstrate understanding of information learned.</li> <li>2. *Demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies.</li> <li>3. Deleted.</li> <li>4. *Identify 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. (e.g. defensive driving, 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/or describe safety issues (e.g. self-defense, gang violence, domestic abuse, etc.).</li> <li>9. Ask for information about crime and accident prevention.</li> <li>10. Report about accidents, crimes or suspicious activities.</li> <li>11. Listen to a speaker and/or participate in a discussion about safety issues by asking questions and taking notes on the information provided.</li> </ol>	BL-A
8	Community Resources – Advocacy	Identify a local community need or civic-oriented complaint; research and address the issue.	<ol style="list-style-type: none"> <li>1. Research and discuss issues and/or needs that most affect the community.</li> <li>2. Analyze and categorize possible solutions to community problems or needs.</li> <li>3. Identify local government agencies and the services they provide.</li> <li>4. Interview staff of government departments about the services they provide.</li> </ol>	BL-A

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		EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation	<ol style="list-style-type: none"> <li>5. Design a petition about community needs that could be submitted to the City Council or other governing body.</li> <li>6. Use persuasive language to convince government officials to take action on a community problem or need.</li> <li>7. Report contacts with individuals or organizations regarding community problems or needs and action taken.</li> <li>8. *Read picture stories about community problems.</li> <li>9. *Identify problems in the local community.</li> <li>10. *Make a map of the community showing areas of community problems (e.g., unattended areas, etc.) and assets (e.g., good parks, etc.).</li> <li>11. Deleted.</li> <li>12. Write an email or letter 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> <li>14. *Identify the roles and civic responsibilities of constituents of local government.</li> <li>15. *Identify the concept of advocacy and its role in a constituent's civic responsibilities.</li> </ol>	
9	Community Resources – Childcare	Locate and analyze preschool and childcare services in the community and identify requirements for enrolling a child and participating in a preschool or childcare program. (This objective has only 2 AAPs.)	<ol style="list-style-type: none"> <li>1. Locate childcare facilities and identify the services provided.</li> <li>2. Write questions to ask preschool and daycare providers.</li> <li>3. Listen to a speaker and/or participate in a discussion about preschool and childcare services by asking questions and taking notes on the information provided.</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 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 by viewing a video or visuals, etc.</li> <li>9. Identify 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

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		EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Children and Family	12. Contact a preschool or childcare facility to ask questions, invite a speaker, or arrange a field trip, etc.	
10	Community Resources – Directory	Identify, locate, and map important places in the community, the state, and the country; services available; and/or importance of each location.  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation	<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/or cultural or 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
†11	Community Resources –	Research and describe the cultural	<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> </ol>	BL-A

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	Diversity	backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Civic and Community Participation	<p>3. *Interview classmates about cultural information.</p> <p>4. *Identify classmates' countries of origin on a map.</p> <p>5. *Read stories about different cultures.</p> <p>6. Deleted.</p> <p>7. Deleted.</p> <p>8. *Report about one's own or other cultural background.</p> <p>9. *Interview someone regarding their cultural background; report about that person.</p> <p>10. Ask questions of student speakers regarding cultural issues and take notes.</p> <p>11. Arrange, take, and document mini-cultural exchange trips with classmates.</p> <p>12. Read and talk about history of race relations (and other issues) in the U.S.A and in students' home countries.</p> <p>13. Research and describe to others how different cultures resolve various issues: (e.g., childcare, elder care, the environment, etc.).</p> <p>14. Write or email a classmate, teacher, or student at another school, or a local or national organization regarding cultural information.</p> <p>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.</p>	
12	Community Resources – DMV	Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.  EL Civics Focus Area(s): Civic Engagement Government	<p>1. *Identify and interpret traffic lights, and signals.</p> <p>2. *Identify and interpret regulatory and warning signs.</p> <p>3. *Identify requirements for driver licensing and other licensing information.</p> <p>4. Discuss law enforcement penalties related to child safety seats, seat belt regulations, etc.</p> <p>5. *Identify various types of vehicles for the purpose of reporting accidents.</p> <p>6. *Identify basic car parts for the purpose of reporting accidents.</p> <p>7. *Fill out an application for DMV identification or driver's license.</p> <p>8. *Respond to a police officer when stopped for a traffic violation.</p> <p>9. *Locate the nearest DMV office and/or identify the services provided.</p> <p>10. Read and interpret written citations related to traffic or vehicle violations.</p> <p>11. Write questions for a guest speaker on traffic safety (e.g. traffic regulations, safe driving, road signs, child safety seats, seat belts, etc.).</p>	BL-A

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		I <sup>3</sup> Focus Area: Civic and Community Participation	12. Listen to a speaker and/or participate in a discussion about traffic safety by asking questions and taking notes on the information provided. 13. Research and interpret information on traffic court procedures and fees. 14. Take a practice DMV Drivers' Test. 15. Communicate with traffic court staff or judge.	
†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  I <sup>3</sup> Focus Area: Education and Career	1. *Using a map, find essential physical locations on a school campus, at a district office, etc. 2. Interact orally with school personnel (e.g. 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 (e.g. excuse an absence, report a problem, 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 contact the school and report an absence. 9. *Read a school calendar and recognize minimum days and days when there is no school. 10. *Complete an authentic digital form (e.g. enrollment, registration, medical release, school equipment release, etc.) for an adult education program or a child's school. 11. *Identify and/or demonstrate the use of school websites, student information systems, online learning resources, etc. 12. *Keep a log to monitor distance learning assignments.	BL-A
†14	Community Resources – Education	Identify educational opportunities and research education/training required to achieve a career <i>or</i> personal goal.	1. Listen to a representative from an educational or training institution discuss educational options or other information. Ask questions; take notes. 2. Research educational opportunities and resources using the internet or other resources (e.g. careeronestop.org, etc.). 3. *Identify jobs <i>or</i> personal goals of interest and the education/training required.	BL-A

## 2025-26 Pre-Approved EL Civics Objectives

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		EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Education and Career	4. Identify and/or research education/training providers available in the local community (e.g. local adult schools, community colleges, Regional Occupational Programs (ROPs), etc.). Present findings of special interest to class. 5. Read, analyze, and complete school admission applications. 6. <i>*Identify a career/personal goal and determine educational/training/professional steps and resources to achieve it.</i>	
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. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing	1. * Demonstrate proper use of the telephone for contacting emergency service agencies. 2. *Use appropriate language contact local community emergency services: fire department, police department, hospital, etc. 3. *In an emergency, use English to ask for someone who speaks the student's native language. 4. *Identify safety and emergency signs normally posted in the community (e.g. hospital, slow, caution, reduced speed, stop signs, etc.). 5. * Locate legal assistance agencies and/or identify the services provided.	BL-BH

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16	Community Resources – Emergency	Access community agencies that assist during an emergency or disaster.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing	<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 the responses of the person interviewed.</li> <li>4. *Identify community agencies that assist during an emergency or disaster.</li> <li>5. Contact a local agency to ask questions, invite a speaker, or arrange a visit to the agency site, etc.</li> <li>6. Write questions and use them to interview agency representatives.</li> <li>7. *Identify and/or describe how to respond to an emergency including the appropriate steps to take.</li> <li>8. Deleted.</li> <li>9. *Use appropriate language to contact 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
17	Community Resources – Family	Analyze community resources in order to access appropriate assistance and/or find appropriate ways to prevent or solve family and/or community problems.  EL Civics Focus Area(s): Civic Engagement Government	<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 (e.g. substance abuse, spousal abuse, gang violence, etc.).</li> <li>2. *Locate family help agencies in the community and/or list information (e.g. address, phone number, services, fees, etc.).</li> <li>3. Deleted.</li> <li>4. *Contact a community resource agency to ask questions related to solving family and/or community problems; report back if applicable.</li> <li>5. Identify 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 stories with pictures about family problems and how they were solved.</li> </ol>	BL-A

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		I <sup>3</sup> Focus Area: Health and Wellbeing	10. Deleted. 11. *Identify/name illegal drugs, drug paraphernalia, and gang symbols. 12. Write questions for a speaker from the local police department or other agency and discuss the need to be informed about drug related issues (e.g. illegal drugs, drug paraphernalia, gang symbols, etc.). Listen to the speaker, take notes.	
18	Community Resources – Senior Services	Access services in the community available to seniors.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Children and Family	1. *Identify common needs of senior citizens. 2. Deleted. 3. * Identify senior care services (e.g. activity centers, hospitals, adult daycare centers, nursing homes, rehabilitation centers, assisted living or long-term care facilities, etc.) in the community. 4. *Identify information about agencies that provide services for seniors (e.g. Department of Social Services, activity centers, hospitals, adult daycare centers, nursing homes, rehabilitation centers, assisted living or long-term care facilities, etc.). 5. * Identify eligibility requirements for senior citizens' services. (e.g., meals on wheels, subsidized housing, Medicare, handicapped parking, etc.). 6. Make a complaint regarding the needs of senior citizens or senior citizen services. 7. Compare care options/facilities for seniors in the community including costs, ratings, services, amenities, etc.	BL-A
19	Community Resources – Immigrant Resources	Identify the rights of immigrants in the United States, and access local and state agencies <i>and others</i> that specialize in these rights.  EL Civics Focus Area(s):	1. *Name and distinguish the differences among immigrant status categories. 2. *Read and interpret adapted texts of the U.S. Bill of Rights and Amendments. 3. Read and interpret adapted texts of immigrant and naturalized citizens' rights and responsibilities. 4. *Identify citizens' and immigrants' rights and responsibilities. 5. *Identify local agencies that specialize in immigrant services, their addresses, fees, and hours. 6. *Contact local and state agencies that specialize in immigrant services and ask questions about agency services, hours, fees, etc. Report the information.	BL-A

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		Naturalization Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation	<p>7. *Identify potential areas of cultural conflict related to immigrants' rights and responsibilities (e.g., littering, offering bribes to police, etc.).</p> <p>8. Describe the rights and responsibilities of citizens and/or immigrants and how they relate to one's own life.</p> <p>9. Describe some violations of immigrant rights. Discuss options for dealing with the violations.</p> <p>10. Research and describe to others how different cultures resolve various issues: (e.g., dealing with authority, standing up for your rights, etc.).</p> <p>11. Search the internet or other resource to find local, regional, national information that relates to cross-cultural and/or societal issues.</p> <p>12. <i>Identify procedures for obtaining legal help.</i></p> <p>13. <i>Analyze and evaluate information found online and/or in other media, (e.g. television, radio, social media, news sources, podcasts, etc.)</i></p>	
20	Community Resources – Parenting	Access and evaluate extra-curricular community resources and activities for children and adults.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Children and Family	<p>1. Discuss the connection between extra-curricular activities and a healthy mind, body, and spirit.</p> <p>2. *Identify and/or access various extra-curricular resources and activities throughout the community.</p> <p>3. Write questions to ask an agency official about extra-curricular resources and/or activities offered by the agency.</p> <p>4. Contact an agency official to ask questions about extra-curricular resources and/or activities, or invite a speaker, etc.</p> <p>5. Deleted.</p> <p>6. *Identify enrollment procedures for extra-curricular activities.</p> <p>7. *Access online library services e.g. digital books or recreational activities.</p> <p>8. *Complete registration forms for extra-curricular activities.</p> <p>9. Create a checklist for evaluating extra-curricular activities for children and adults using previously agreed upon criteria.</p> <p>10. Evaluate community extra-curricular resources and/or activities for children and adults.</p>	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  I <sup>3</sup> Focus Area: Children and Family	<ol style="list-style-type: none"> <li>1. *Identify and discuss parenting issues of concern including disciplining a child, parent engagement at school, and child safety.</li> <li>2. *Read about parenting issues.</li> <li>3. Deleted.</li> <li>4. *Identify services and information on parenting.</li> <li>5. *Identify community resources, classes, information, and services that assist parents.</li> <li>6. *Identify activities parents can use to address parenting issues (e.g. disciplining, helping with homework, insuring child safety, etc.).</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. *Write 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 about a parenting issue.</li> <li>13. *Identify and/or demonstrate the use of school websites, student information systems, online learning resources, etc., in order to assist children.</li> <li>14. *Keep a log to monitor the distance learning assignments of children.</li> </ol>	BL-A
22	Community Resources – Recreation	Access leisure-time, cultural, and/or recreational resources.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Children and Family	<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> </ol>	BL-A

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			<p>7. *Read maps, schedules, floor plans, and other information about cultural and/or recreational activities.</p> <p>8. *Locate recreational facilities in the community and list activities, cost of services, and hours of operation.</p> <p>9. Identify, explore and discuss different art forms and cultural activities.</p> <p>10. *Request information about a cultural/recreational activity.</p>	
†23	Community Resources – Resources	<p>Access and use community service and government agency information.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Civic and Community Participation</p>	<p>1. Deleted.</p> <p>2. Deleted.</p> <p>3. *Access and use the internet to obtain community service and/or government agency information.</p> <p>4. Deleted.</p> <p>5. *Use library services to obtain community service information.</p> <p>6. Contact an appropriate city/county department to request a service (e.g. remove a dead city tree, repair a sidewalk, etc.).</p> <p>7. Research and discuss issues that most affect the community.</p> <p>8. Use persuasion to convince government officials to take action on a community problem/need.</p> <p>9. *Identify problems in the local community and/or agencies that might address those problems.</p> <p>10. *Contact community or government agencies to ask questions, report a problem, lodge a complaint, request information, apply for a service (e.g. unemployment benefits, Medicare, etc.).</p> <p>11. *Make an appointment with community service or government agency.</p>	BL-A
24	Community Resources – Security	Identify and access community and government resources in order to prevent accidents, avoid becoming a crime victim, report	<p>1. *Identify various accidents that commonly occur at home.</p> <p>2. Research literature pertaining to safety at home.</p> <p>3. Categorize common home related accidents by their sources</p> <p>4. *Describe ways to prevent accidents related to falls, poisons, burns, cuts, firearms, electric shock and water.</p> <p>5. *Use the 911 emergency phone number appropriately.</p> <p>6. *Identify various types of accidents that commonly occur with vehicles.</p>	BL-A

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		accidents or crimes and request assistance in case of an accident or crime.  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation	7. Read and summarize literature pertaining to vehicle, bicycle, and pedestrian safety. 8. Identify driving regulations that pertain to vehicle safety. 9. *Identify common crimes. 10. Explain what to do if you see a crime being committed; describe how to report it. 11. Describe precautions that can be taken to deter or avoid a crime. 12. Identify city/police department requirements for establishing a neighborhood watch program. 13. Complete necessary forms and other paperwork required for implementing a neighborhood watch program. 14. *Report accidents, suspicious activities, or crimes. 15. *Identify physical characteristics in order to report an accident or a crime. 16. Deleted. 17. Research common crimes. 18. Write a letter or an article that discusses issues related to accident or crime prevention.	
†25	Community Resources – Volunteers	Identify and describe volunteer and /or leadership opportunities in the community. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Civic and Community	1. Identify local community organizations that use volunteers. 2. Write questions related to involvement in volunteer and/or leadership activities. 3. Listen to a speaker and/or participate in a discussion about volunteer and/or leadership activities by asking questions and taking notes on the information provided. 4. Report about a volunteer and/or leadership activity participated in or researched. 5. Contact a representative from a volunteer organization. 6. Research and describe cultural norms/practices related to volunteer/leadership opportunities (e.g., volunteering in child's school, attending parent-teacher association (PTA) meetings, etc.). 7. Search the internet or other resource to find local or regional information (e.g., employment, statistics, maps, etc.) that relates to cross-cultural and/or societal issues. 8. Contact a volunteer organization to ask questions, invite a speaker, arrange a field trip, volunteer, etc.	BH-A

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		Participation		
26	Health – Costs	Identify and access free or low-cost medical, dental, and other health care services/insurance. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Health and Wellbeing	<ol style="list-style-type: none"> <li>1. Write questions to ask community health care providers/agencies regarding low cost services.</li> <li>2. * Identify low cost health care or health care services (e.g., substance abuse, etc.) in the community.</li> <li>3. Contact medical/dental/pharmaceutical providers to check eligibility for a payment assistance program.</li> <li>4. Take notes on answers of the health agencies to questions asked.</li> <li>5. Share the results of inquiries to health agencies with classmates.</li> <li>6. *Request information from health care providers/agencies (e.g. hours, services, low cost health services, etc.)</li> <li>7. Complete a patient information/application form for low-cost health services/insurance.</li> <li>8. Identify eligibility requirements for low-cost health services.</li> <li>9. Research and evaluate medical debt counseling resources.</li> </ol>	BL-A
†27	Health – Emergencies	Demonstrate knowledge of health and safety standards, procedures, and protocols in order to prevent or prepare for health problems, crises and/or emergencies.  EL Civics Focus Area(s):	<ol style="list-style-type: none"> <li>1. Read and discuss the American Red Cross First Aid and Safety Handbook or another comparable resource on CPR (Cardiopulmonary Resuscitation)/AED (Automated External Defibrillator) /first aid.</li> <li>2. *Identify and describe first aid skills.</li> <li>3. *Identify, interpret, describe and/or evaluate health safety and/or emergency-related signs, brochures, media posts, etc.</li> <li>4. *Identify, describe and/or discuss health and safety measures that can prevent illnesses, accidents and injuries.</li> <li>5. *Follow verbal instructions given in a CPR (Cardiopulmonary Resuscitation)/AED (Automated External Defibrillator) /first aid workshop to demonstrate understanding of information learned.</li> </ol>	BL-A

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		Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing	<p>6. Discuss and describe CPR (Cardiopulmonary Resuscitation)/AED (Automated External Defibrillator) /first aid procedures previously demonstrated by a certified CPR/AED/first aid trainer.</p> <p>7. Locate and enroll in a CPR (Cardiopulmonary Resuscitation)/AED (Automated External Defibrillator) /first aid training session.</p> <p>8. *Identify and describe illnesses and/or communicable diseases (e.g. COVID-19, measles, meningitis, diabetes, etc.).</p> <p>9. Identify, describe and/or report unsafe health-related behaviors/practices/conditions</p> <p>10. Identify and access agencies and/or services that provide assistance with personal, medical, and/or financial problems, crises and/or emergencies (e.g. loss of medical insurance or job, food or housing insecurity, etc.).</p>	
28	Health – Health Care	<p>Access the health care system and be able to interact with the providers.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Health and Wellbeing</p>	<p>1. *Identify and locate health care agencies and facilities in the community.</p> <p>2. Write questions to ask community health care providers.</p> <p>3. *Contact health care agencies/providers to ask questions, invite a speaker, or arrange a field trip, etc.</p> <p>4. *Describe symptoms of an illness or other physical problem.</p> <p>5. *Perform actions or respond to a health care provider's questions/directions/instructions.</p> <p>6. *Complete a health history form online or in print.</p> <p>7. Identify and discuss immunization requirements and interpret immunization charts.</p> <p>8. *Read, interpret and/or evaluate medical/dental/vision insurance information.</p> <p>9. Ask for explanations of a medical/dental/vision bill and payment plan.</p> <p>10. *Explain medicine labels and medical warning labels.</p> <p>11. *Make emergency phone calls.</p> <p>12. *Make medical/dental/vision appointments and transfer appointment information onto a calendar.</p> <p>13. Respond appropriately to recorded messages and leave detailed health-related voicemail messages.</p> <p>14. *Identify and/or discuss basic first aid procedures for adults and children.</p> <p>15. *Identify prescription and non-prescription medicines.</p> <p>16. *Describe dental problems and dental hygiene procedures.</p>	BL-A

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			<p>17. *Identify and/or describe healthy and unhealthy lifestyles.</p> <p>18. *Identify and access nutrition assistance programs.</p> <p>19. *Locate affordable sources of healthy food or grocery items.</p> <p>20. Listen to a speaker and/or participate in a discussion about health care services by asking questions and taking notes on the information provided.</p> <p>21. *Contact health care agencies/providers via email or the Web to discuss healthcare concerns.</p>	
29	Health – Insurance	<p>Interpret medical, dental and pharmaceutical insurance coverage and resolve insurance coverage problems and issues with medical service providers.</p> <p>(This objective has only 1 AAP.)</p> <p>EL Civics Focus Area(s): Civic Engagement Government</p> <p>I<sup>3</sup> Focus Area: Health and Wellbeing</p>	<p>1. Read and discuss information that explains types of insurance coverage (HMOs, PPOs, Gold, Silver, Bronze, Minimal plans, etc.).</p> <p>2. Compare types of services offered by different medical insurance programs.</p> <p>3. Contact various insurance providers to request information about services offered.</p> <p>4. Contact a Covered California or other insurance exchange certified agent or navigator to ask questions or invite a speaker.</p> <p>5. Interview guest speakers regarding pros and cons of different types of medical coverage.</p> <p>6. Identify governmental oversight agencies and grievance procedures related to medical insurance.</p> <p>7. Review forms and information required for a medical insurance grievance claim.</p> <p>8. Contact an insurance company to resolve a problem or grievance.</p> <p>9. Contact human resources personnel or insurance exchange navigator/broker to ask questions about different medical insurance plans.</p> <p>10. Contact medical/dental/pharmaceutical providers to check eligibility for a payment assistance program.</p> <p>11. Research and evaluate medical debt counseling resources.</p>	IL-A

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†30	Health – Pharmacy	Demonstrate how to use pharmacies/drug stores and medicines.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing	<ol style="list-style-type: none"> <li>Deleted.</li> <li>*Read and discuss directions on medicine labels.</li> <li>*Identify how to take medications including dosage, frequency, cautions etc.</li> <li>Identify prescription and non-prescription medicines.</li> <li>Evaluate prescription drug plans and insurance coverage.</li> <li>*Use the phone and/or the internet to communicate with a pharmacy.</li> <li>Discuss possible side effects of common medicines.</li> <li>*Describe symptoms of an illness.</li> <li>*Name medications that one takes regularly.</li> <li>Identify the advantages and disadvantages of generic, preferred, non-preferred or specialty brand forms of medicines.</li> <li>* Locate local pharmacies and/or list pharmacy information (e.g. address, phone number, hours, services provided, etc.)</li> <li>Identify services for accessing low-cost prescriptions or prescription cost-assistance programs.</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). (This objective has only 1 AAP.)  EL Civics Focus Area(s):	<ol style="list-style-type: none"> <li>Read about and discuss the symptoms of substance abuse.</li> <li>Develop a list of local substance abuse resources including support groups.</li> <li>Create flyers highlighting local substance abuse resources.</li> <li>Discuss ways of handling situations related to substance abuse.</li> <li>Contact a professional regarding substance abuse concerns.</li> <li>Write questions to ask community health agencies regarding substance abuse.</li> <li>Call a community health agency and obtain answers to questions regarding substance abuse.</li> <li>Listen to a speaker and/or participate in a discussion about prevention and/or treatment of substance abuse by asking questions and taking notes on the information provided.</li> <li>Write an email or letter to a government official or a representative of a substance abuse agency.</li> <li>Discuss causes and/or interventions related to substance abuse.</li> <li>Contact a community health agency to ask questions, invite a speaker, or arrange a field trip, etc.</li> </ol>	BH-A

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		Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing		
†32	Employment – Job Requirements	Identify, 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  I <sup>3</sup> Focus Area: Education and Career	<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 find employment related information.</li> <li>3. Identify job requirements and licensing agencies for specific jobs.</li> <li>4. Request information on licensing/credentialing or skills requirements for selected occupations from appropriate agencies.</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.	<ol style="list-style-type: none"> <li>1. Identify local employment opportunities and the skills, training and education required for them.</li> <li>2. Identify and locate employment agencies, training agencies, and/or resource centers and describe their services.</li> <li>3. Access employment and training information by using community resources (e.g. library, school catalogs and/or the internet, etc.).</li> </ol>	BL-A

## 2025-26 Pre-Approved EL Civics Objectives

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		EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<p>4. Analyze and evaluate descriptions of job duties, wages, and benefits.</p> <p>5. Ask for information about prospective jobs on the telephone or in person.</p> <p>6. *Complete a job application.</p> <p>7. Create a resume.</p> <p>8. *Demonstrate successful job interview techniques.</p> <p>9. *Read job ads and announcements for specific information.</p> <p>10. *Identify job titles, responsibilities, places of employment, and wages associated with jobs. (revised)</p> <p>11. Deleted.</p> <p>12. *Name employment possibilities in the community.</p> <p>13. *Identify the steps for applying for a job.</p> <p>14. *Read and interpret a pay stub.</p> <p>15. *Fill out a time card.</p> <p>16. Identify personal strengths, weaknesses, skills and past work experience.</p> <p>17. Clarify wages and benefits with a personnel director/clerk etc.</p> <p>18. Access the Employment Development Department or other agencies to get information on various services (e.g. look for a job, file an unemployment claim, etc.).</p>	
†34	Employment – Resources	Identify, describe, select, and access free or low-cost employment-related services. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement Government	<p>1. Write questions to ask an employment services provider.</p> <p>2. Interview an employment services provider.</p> <p>3. Identify employment service agencies.</p> <p>4. Complete an eligibility form for free or low-cost employment services for self or a family member.</p> <p>5. Read job ads and announcements such as those provided by an employment services agency.</p> <p>6. Identify eligibility requirements for low-cost employment related services.</p> <p>7. Use an employment service or professional networking website (e.g. LinkedIn, Indeed, Glassdoor, etc.) to network and/or look for a job.</p>	BH-A

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		I <sup>3</sup> Focus Area: Education and Career		
†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  I <sup>3</sup> Focus Area: Education and Career	<ol style="list-style-type: none"> <li>1. Collect and read information about workers' rights from organizations (e.g. OSHA/EOC, unions, etc.).</li> <li>2. Identify agencies that protect the rights of workers.</li> <li>3. Identify, discuss and write about workers' rights and possible violations of workers' rights.</li> <li>4. Deleted.</li> <li>5. Recognize the rights that all workers are entitled to (e.g. pay for overtime, breaks during the work shift, etc.).</li> <li>6. Determine eligibility for employment dependent on immigration status.</li> <li>7. Describe the process for filing a grievance protesting the violation of a basic right.</li> <li>8. Write questions to ask a prospective employer or a labor union representative.</li> <li>9. Write an email or letter to an employer or supervisor describing a family issue and requesting an emergency leave.</li> <li>10. Determine eligibility for participation in retirement plans and for receiving company contributions or company matching contributions.</li> <li>11. Determine eligibility for unemployment or disability benefits.</li> <li>12. Determine eligibility for employer sponsored healthcare plans.</li> </ol>	BH-A
†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, demonstrate and/or explain safe work procedures, common safety equipment and/or IT &amp; social media policies and security rules.</li> <li>4. *Report unsafe working conditions.</li> <li>5. *Identify and/or 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> </ol>	BL-A

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		I <sup>3</sup> Focus Area: Education and Career	<p>7. *Respond to safety-related warnings/signs found in a work environment.</p> <p>8. *Complete a work-related accident and/or safety report.</p> <p>9. *Recognize the rights that all workers are entitled to (e.g. safe working conditions, pay for overtime, breaks during the work shift, etc.).</p> <p>10. *Identify agencies that protect the rights of workers (e.g. OSHA).</p> <p>11. Identify, discuss and write about workers' rights and possible violations of workers' rights.</p>	
†37	Employment – Soft Skills	<p>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.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Education and Career</p>	<p>1. *Identify qualities expected of a good employee in students' countries.</p> <p>2. *Identify qualities expected of a good employee in the U.S.</p> <p>3. Identify and/or discuss U.S. workplace communication styles (e.g. employee to employer, employee to customer, employee to employee; white collar versus blue collar, etc.)</p> <p>4. *Identify and discuss the differences in workplace behavior and communication in students' countries and the U.S.</p> <p>5. Demonstrate knowledge of appropriate workplace communication.</p> <p>6. Use an employment service or professional networking website (e. g LinkedIn, Indeed, Glassdoor, etc.) to network and/or search for a job.</p> <p>7. *Identify and practice polite workplace communications.</p> <p>8. *Read and write work-related messages.</p> <p>9. Deleted.</p> <p>10. Compare and contrast U.S. workplace cultural expectations with those of other cultures.</p> <p>11. *Demonstrate the ability to contact the workplace and report an absence or other information.</p>	BL-A
38	Government and Law – Citizenship Preparation	Identify the basic organization of and access to local, state and/or federal government. (This objective has only 1 AAP.)	<p>1. Identify the structure and areas of responsibility of local, state and/or federal governments.</p> <p>2. Identify local, state and/or federal government officials.</p> <p>3. Plan a visit to a local, state and/or federal government office.</p> <p>4. Listen to a speaker and/or participate in a discussion about local, <del>county</del>, state and/or federal government by asking questions and taking notes on the information provided.</p> <p>5. Write an email or letter or to a government office or official.</p>	IL-A

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		EL Civics Focus Area(s): Naturalization Civic Engagement Government  I <sup>3</sup> Focus Area: Credentials and Residency	6. Identify local, state and/or federal agencies. 7. Contact a government agency to ask questions, invite a speaker, or arrange a field trip, etc.	
39	Government and Law – Citizenship Preparation	Identify and discuss the voting process including rights and responsibilities and the electoral process in the U.S.  EL Civics Focus Area(s): Naturalization Civic Engagement Government  I <sup>3</sup> Focus Area: Credentials and Residency	1. Identify voter qualifications. 2. Interpret and complete a voter registration form. 3. Interpret a sample ballot. 4. Compare and contrast candidates' stands on various issues. 5. Communicate one's opinion on a current issue. 6. Interpret information about special interest groups. 7. Participate in a mock election and participate in an exit poll. 8. Describe the steps required in order for a citizen to vote. 9. Organize and/or participate in a mock candidates' debate. 10. Identify and/or discuss how citizens and non-citizens can participate in the electoral process. 11. Compare and contrast the rights and responsibilities of citizens versus non-citizens in the electoral process. 12. Describe some violations of voting rights. Discuss options for dealing with the violations. 13. Use persuasion to convince government officials to take action on a community problem or need. 14. Analyze and evaluate persuasive reasoning in media such as political advertisements and state ballot propositions.	IL-A

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40	Government and Law – Citizenship Preparation	<p>Respond to questions about the history and government of the United States in order to be successful in the naturalization process.</p> <p>EL Civics Focus Area(s): Naturalization U.S. History Civic Engagement Government</p> <p>I<sup>3</sup> Focus Area: Credentials and Residency</p>	<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 the three levels of American government (local, state, and federal), 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 current leading government officials in the 3 branches of the federal government and those of your local and state governments</li> <li>7. Read, discuss, and/or write about issues relating to the Constitution and the Bill of Rights.</li> <li>8. Describe the responsibilities of the three branches of American government.</li> <li>9. Demonstrate the ability to participate appropriately in an oral interview.</li> <li>10. Identify ways <del>a</del>-citizens and non-citizens can participate in democracy.</li> <li>11. Identify important people and events in American history and discuss related impact on our lives today.</li> </ol>	BL-A
41	<b>DELETED</b>			
42	Government and Law – Civic Participation	<p>Identify people and events in local, state, and federal history. (This objective has only 2 AAPs.)</p> <p>EL Civics Focus Area(s):</p>	<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 (e.g. the founding of the missions and presidios, the Gold Rush, the Industrial Revolution in California, political process changes, etc.).</li> <li>5. Describe the local community going back to the time of its origin.</li> </ol>	BH-A

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		Naturalization U.S. History Civic Engagement Government  I <sup>3</sup> Focus Area: Credentials and Residency	6. Describe the functions of local, state, and federal institutions and historical landmarks, and identify what level of government manages them. 7. Discuss how landmark events and historical figures influenced the present day community. 8. Listen to a speaker and/or participate in a discussion about civic issues by asking questions and taking notes on the information provided.	
43	Government and Law – Environment	Identify environmental problems, access environmental organizations and government agencies and recognize appropriate steps for resolution of the problems. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation	1. Interview community members to determine key environmental issues. 2. *Identify and describe environmental problems. 3. *Identify community organizations concerned with environmental issues (e.g., local recycling, etc.). 4. Write an email or letter to a community organization that addresses environmental issues. 5. Contact community organizations to make an appointment and/or find out how to attend community meetings to discuss concerns and advocate for resolution. 6. Obtain and follow directions to a local meeting of an environmental organization. 7. Deleted. 8. *Identify actions people can take to alleviate environmental problems (e.g., recycle; use less gas, less water, electricity; etc.). 9. Contact appropriate government officials to inform them of an environmental problem or ask them to support environmental issues. 10. Survey the school and its grounds to determine ways to create a “green” campus. Report findings. 11. Speak to other classes or groups about environmental issues and ways to create a “green” campus. 12. Create posters and signs informing the school population or others of a “green” campaign. 13. Research the website of a local waste management company to learn how to properly dispose of waste. 14. Write about a local environmental issue and propose possible solutions.	BL-A

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44	Government and Law – Resources	Identify, access, and complete applications to agencies that provide governmental and/or other agency services. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Credentials and Residency	<ol style="list-style-type: none"> <li>1. *Provide information necessary for filling out an application (e.g. driver license, identification card, Permanent Resident Card, Consular Identification Card, Individual Taxpayer Identification Number (ITIN), etc.).</li> <li>2. Deleted.</li> <li>3. Deleted.</li> <li>4. *Identify agencies that provide identification cards or other services.</li> <li>5. Contact an agency for general information about identification cards or other services.</li> <li>6. *Use the internet to access and complete an application.</li> <li>7. Deleted.</li> <li>8. *Identify sources for ID cards and discuss reasons for using an ID card in the US.</li> <li>9. * Ask questions about ID card services.</li> <li>10. Identify services and eligibility requirements for government or other agency programs (e.g. Employment Development Department services, nutrition-assistance programs, IRS tax preparation assistance, programs, etc.).</li> <li>11. Research and/or access services for certifying foreign education or professional credentialing.</li> <li>12. *Identify eligibility requirements for an Individual Taxpayer Identification Number (ITIN).</li> <li>13. *Fill out Form W-7, the application for an IRS Individual Taxpayer Identification Number.</li> <li>14. *Identify the required documents to support Form W-7.</li> <li>15. *Identify resources for assistance in applying for an Individual Taxpayer Identification Number.</li> <li>16. Explain the purpose of the Individual Taxpayer Identification Number and its importance to employed persons.</li> </ol>	BL-IL
45	Government and Law – Law	Identify basic features of the local, state, and federal	<ol style="list-style-type: none"> <li>1. Identify and discuss common legal issues (e.g. clearance of criminal record, resolution of unpaid traffic tickets or unpaid child support, reinstatement of driver's license, selective service registration.)</li> </ol>	IL-A

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		legal system including individual rights, laws, and ordinances as well as procedures for obtaining legal help. (This objective has only 2 AAPs.)  EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Credentials and Residency	<ol style="list-style-type: none"> <li>2. Research neighborhood crime-watch organizations; suggest ways to protect personal property.</li> <li>3. Compare and discuss legal procedures in learners' native countries.</li> <li>4. Identify the basic features of local, state, and federal courts (e.g., small claims court, traffic court, Superior Court, etc.).</li> <li>5. Outline procedures for obtaining legal help.</li> <li>6. Identify the basic rights of immigrants and citizens.</li> <li>7. Identify the basic local, state, and federal laws that pertain to immigrants and citizens, including tax and immigration laws.</li> <li>8. Listen to a speaker and/or participate in a discussion about legal issues by asking questions and taking notes on the information provided.</li> </ol>	
†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  I <sup>3</sup> Focus Area:	<ol style="list-style-type: none"> <li>1. *Identify a healthy diet as recommended by USDA (e.g. myplate.gov).</li> <li>2. *Identify the relationship between nutrition and good health.</li> <li>3. *Identify and locate sources of low-cost healthy food in the community (e.g. discount markets, etc.).</li> <li>4. *Identify community food assistance resources and the procedures for accessing them.</li> <li>5. *Deleted.</li> <li>6. Identify services and eligibility requirements for government nutrition assistance programs (e.g. CalFresh/SNAP (food stamps), WIC, senior meals, etc.).</li> <li>7. Interpret and compare food-packaging labels.</li> <li>8. * Identify resources for nutrition education (e.g. Cooperative Extension, County Office of Health, WIC, internet resources, etc.).</li> <li>9. Contact a local agency (e.g. school, market, restaurant, etc.) to make a suggestion, request or complaint regarding a nutrition-related issue.</li> </ol>	BL-A

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		Health and Wellbeing	<p>10. Listen to a speaker and/or participate in a discussion about low-cost sources of healthy food by asking questions and taking notes on the information provided.</p> <p>11. *Identify and demonstrate safe food-handling practices (e.g. effective hand washing, sanitizing surfaces, etc.).</p> <p>12. Write a persuasive letter or article or give an oral report that discusses the pros and/or cons of a nutrition related issue.</p> <p>13. Identify and describe safe food-handling practices (e.g. preventing cross contamination of foods and food preparation/storage spaces, etc.).</p>	
†47	Community Resources— Digital Safety	<p>Identify strategies and resources to effectively use the internet safely and securely.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Digital Literacy</p>	<p>1. *Identify and/or categorize common uses of the internet (e.g. email, shopping, social networking, online learning, etc.).</p> <p>2. Research, read and summarize literature pertaining to online ethics and the effects of the internet on society and culture.</p> <p>3. Read about and discuss issues, consequences &amp; solutions related to using the internet responsibly at home, school or work.</p> <p>4. Deleted.</p> <p>5. *Identify common online safety issues and/or crimes (e.g. plagiarism, identity theft, phishing, online scams, victimization of children, etc.) and/or describe actions and precautions that can be taken to reduce online risks (e.g. change password frequently, monitor children's internet use, verify website security, avoid using personal information in AI, digital monitoring, etc.).</p> <p>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.</p> <p>7. *Use appropriate language and behavior to communicate effectively and respect user diversity in a digital environment (i.e. Netiquette).</p> <p>8. Describe procedures for reporting a cybercrime.</p> <p>9. *Identify and report suspicious activities or crimes on the internet.</p> <p>10. Interview a victim of an online crime (e.g. identity theft). Summarize the responses of the person interviewed.</p> <p>11. Deleted.</p>	BL-A

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			<p>12. Listen to a speaker talking about internet safety issues. Ask questions, take notes and report on the information provided.</p> <p>13. Survey classmates about their online experiences related to safe use. Report findings.</p> <p>14. Research and report about internet safety issues and ways to protect yourself and your children from online risks.</p> <p>15. Identify and compare resources to monitor and/or limit online activity.</p> <p>16. Identify gaps in information, knowledge and competence regarding technology via self-assessment tools.</p> <p>17. Describe how to protect health and well-being on the internet (e.g. managing screen time, cyberbullying, social inclusion, etc.).</p> <p>18. Use information skill strategies to recognize and address inaccuracies in digital content (e.g. AI-generated images, phishing in emails, etc.).</p>	
†48	Community Resources – Digital Literacy and Online Communication	<p>Interact with technology to safely navigate, evaluate, and communicate information, and collaborate, create, and solve problems effectively in a digital environment.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Digital Literacy</p>	<p>1. *Identify and categorize current uses of digital communication (e.g. messaging tools. email, text; blogs, social media, video call and conferencing tools, AI, etc.).</p> <p>2. *Identify current terminology, acronyms and other conventions used in digital environments.</p> <p>3. *Identify common elements (e.g. greeting, signature, recipient) of an email message, blog post, social media comment, etc.</p> <p>4. *Use appropriate language and behavior to communicate effectively in a digital environment (i.e., Netiquette).</p> <p>5. *Collaborate in a digital environment.</p> <p>6. *Access online information effectively and securely.</p> <p>7. *Use online communication tools appropriately to exchange information.</p> <p>8. *Survey classmates about their experiences communicating and collaborating online. Report findings.</p> <p>9. *Write an email, blog post or social media post, etc., using appropriate style, tone and register.</p> <p>10. Conduct an online interview with a teacher-approved subject/interviewee and summarize the responses.</p>	BL-A

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			<p>11. Participate in an online discussion by asking questions and taking notes.</p> <p>12. *Identify and compare digital communication resources and tools (e.g. Google Classroom, Canvas, Google Meet, Teams, Weebly, Zoom, Facetime, WhatsApp, ChatGPT, etc.).</p> <p>13. Evaluate how online information can influence beliefs and behaviors, including the exclusion of some points of view.</p> <p>14. Research and summarize content pertaining to the effects of social media on society and culture.</p> <p>15. Research and discuss the benefits and challenges of digital communication tools in various environments.</p> <p>16. *Identify and/or use digital tools for active participation in a synchronous or asynchronous online learning environment which may include remote testing.</p> <p>17. *Identify and/or use independent online learning resources.</p> <p>18. Analyze and evaluate information found online and/or in other media, (e.g. television, radio, social media, news sources, podcasts, etc.)</p> <p>19. *Identify gaps in information, knowledge and competence regarding technology via self-assessment tools.</p> <p>20. *Identify and/or explain how AI works, its current everyday uses, and safety precautions during use.</p> <p>21. *Identify, evaluate, and/or analyze the appropriate use of AI in community, school or work environments.</p> <p>22. *Use information skill strategies to recognize and/or address inaccuracies in digital content (e.g. phishing in emails, AI-generated images, etc.).</p> <p>23. *Engage in digital environments on the design, creation, and/or revision of content for school, work, or civic engagement (e.g. a slide, slide show, video presentation, study guide, summary of meeting notes, illustration or chart, etc.).</p>	
†49	Transition – Access information	Access necessary information and use it to successfully transition to post-	1. Listen to a speaker and/or participate in a discussion about educational/training/career options by asking questions and taking notes on the information provided.	BL-A

## 2025-26 Pre-Approved EL Civics Objectives

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		secondary education, training or career.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<ol style="list-style-type: none"> <li>2. Research the education/training/professional/job resources or opportunities available in the local community and the state using the internet or other resources. Report findings.</li> <li>3. *Identify career <i>or personal goal</i> of interest and the education/training required.</li> <li>4. Evaluate job outlook using internet or other resources.</li> <li>5. *Identify a career/personal goal and determine educational/training/professional steps and resources to achieve it.</li> <li>6. Compare/contrast local and state educational/training/professional resources with those in native country.</li> <li>7. *Complete an authentic application for a job/education/training opportunity preferably on the computer.</li> <li>8. Contact personnel at an education/training/professional/job resource to ask about classes, opportunities, etc.</li> <li>9. Write a personal statement essay appropriate for applying to a university or for earning a scholarship.</li> </ol>	
†50	Transition – Demonstrate study skills/self-management skills	Identify and demonstrate the study skills and self-management skills necessary to succeed in post-secondary education, training and career.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<ol style="list-style-type: none"> <li>1. *Organize binders and study materials.</li> <li>2. * Implement a vocabulary-study system.</li> <li>3. *Read a syllabus.</li> <li>4. *Create a study calendar based on a course syllabus.</li> <li>5. Compare related course syllabi in terms of content, workload, other expectations.</li> <li>6. *Identify key features of a text (e.g. titles, subheadings, sources, key words, and visual elements, etc.) and explain their purpose.</li> <li>7. Take notes on an informational reading, lecture or other aural presentation.</li> <li>8. Use a word processor or a note-taking app to take or organize notes.</li> <li>9. Evaluate the use of digital study aids (e.g., note-taking apps, time-management apps, etc.) versus traditional methods.</li> <li>10. Identify and discuss the ways that a smart phone can be used as a study aid (e.g., recording lectures, photographing whiteboard notes, etc.).</li> <li>11. Research and discuss learning styles and identify one's own learning style(s).</li> <li>12. *Identify and use appropriate academic language in class discussions and in writing.</li> </ol>	BL-A

## 2025-26 Pre-Approved EL Civics Objectives

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			<p>13. *Demonstrate active listening skills (e.g. restating, reflecting, summarizing, asking relevant questions, using attentive body language. etc.).</p> <p>14. Use appropriate language and procedures for emailing a teacher, counselor or other agency staff (e.g. to ask for help, request a meeting, etc.).</p> <p>15. Identify and discuss strategies for stress management.</p> <p>16. *Set educational goals.</p> <p>17. *Track and reflect on student progress.</p>	
†51	Transition – Use resources/services	<p>Research, identify and utilize resources and services necessary to transition to and succeed in post-secondary education, training and career.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Education and Career</p>	<p>1. *Read authentic educational, training or career-related website information.</p> <p>2. *Identify services that address barriers to successful completion of higher education/training or job attainment.</p> <p>3. Compare advantages and disadvantages of information found on educational, training or career-related websites.</p> <p>4. Write questions to ask and educational, training or career-related representative.</p> <p>5. Take notes on the resource or service information researched or received.</p> <p>6. Identify personal interests, aptitudes, goals, personality types, skills and values as related to work.</p>	BL-A
†52	Transition – Demonstrate soft skills	Research, identify and utilize workplace readiness or soft skills necessary to succeed in post-secondary education, training and career.	<p>1. *Identify and demonstrate personal qualities for success in education and career (e.g. responsibility, self-esteem, sociability, self-management, integrity and honesty, etc.).</p> <p>2. *Identify customer care skills (e.g., satisfy customers' expectations, active listening, empathy, problem-solving, etc.).</p> <p>3. *Identify and demonstrate leadership skills (e.g. communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies, etc.).</p>	BL-A

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		EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<ol style="list-style-type: none"> <li>4. *Identify problems, devise solutions and implement a plan of action.</li> <li>5. Identify and demonstrate creative and critical thinking and effective reasoning (e.g. generate new ideas, discover principles underlying the relationship between two objects, etc.).</li> <li>6. Identify and demonstrate effective decision making.</li> <li>7. *Identify and demonstrate techniques to acquire and apply new knowledge and skills.</li> <li>8. *Identify and demonstrate strategies to organize, plan and allocate resources including time, money, materials, facilities and human resources.</li> <li>9. *Identify and demonstrate strategies to work well with others (e.g. communicate effectively, collaborate, teach others new skills, negotiate, resolve divergent interests, be diplomatic, work well with persons from diverse backgrounds, etc.).</li> <li>10. *Identify and demonstrate adaptability and flexibility skills.</li> <li>11. *Identify and demonstrate an effective work ethic.</li> <li>12. *Read and write business communications including telephone messages.</li> <li>13. *Demonstrate the ability to handle calls at the workplace.</li> <li>14. *Identify and demonstrate appropriate workplace communication.</li> </ol>	
†53	Transition – Navigate <b>community/wo rk</b> environments and rights	Research, identify and utilize the skills necessary to navigate educational, workplace and community environments, access opportunities and/or assert rights. (This objective has only 1 AAP.)  EL Civics Focus Area(s):	<ol style="list-style-type: none"> <li>1. Identify, research and/or analyze attitudes, values, beliefs, symbols, behaviors, or stereotypes that may affect educational, workplace and community environments.</li> <li>2. Identify, research and/or analyze social justice issues.</li> <li>3. Discuss and/or evaluate options for change or strategic actions that could be taken to address social justice issues.</li> <li>4. Identify and/or discuss legal rights and/or responsibilities related to educational, workplace and community environments.</li> <li>5. Read, research and/or explain how people exercise and defend their rights.</li> <li>6. Identify and/or demonstrate skills for problem solving and/or conflict resolution in educational, workplace and community contexts.</li> <li>7. Identify and/or demonstrate communication techniques to enhance listener comprehension and speaker clarity.</li> <li>8. Make a complaint about the violation of one's rights.</li> <li>9. Complete an incident report.</li> </ol>	BH-A

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		Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<p>10. Identify and/or evaluate diverse strategies for civic engagement at the local, state, and federal levels.</p> <p>11. Identify organizations that educate and advocate for social justice.</p> <p>12. Evaluate the credibility and bias of sources and organizations.</p> <p>13. Identify outcomes of current or historic civic engagement actions and evaluate progress or setbacks.</p> <p>14. Communicate with local, state or federal entities or representatives to advocate for social justice.</p> <p>15. Conduct interviews with community members, leaders or politicians.</p> <p>16. Attend a public meeting and summarize the information gathered.</p> <p>17. Report on social justice issues.</p> <p>18. Recognize the rights, responsibilities, and opportunities of living in an interconnected digital world, and participate in ways that are safe, legal, and ethical.</p> <p>19. Identify the risks and opportunities of online communication and one's digital footprint.</p> <p>20. Identify ways to protect digital privacy and security, including awareness of technology used to track one's online navigation.</p> <p>Language and literacy objectives 7-20 are adapted from Massachusetts English Language Proficiency Standards for Adult Education, 2019</p>	
†54	Government and Law Census	-  Identify the importance of and the barriers to participating in the Decennial Census. Respond to Census questions online and in person. (This objective has only 1 AAP.)	<p>1. *Respond to personal information questions related to the Census.</p> <p>2. *Identify and/or describe the Decennial Census and/or its purpose.</p> <p>3. *Identify and/or describe reasons why completing the Census is important.</p> <p>4. *Identify and/or describe barriers students might have in completing the Census.</p> <p>5. Identify and/or describe privacy and confidentiality laws protecting Census information.</p> <p>6. Write a persuasive email, letter or article explaining the importance of completing the Census.</p> <p>7. Complete an authentic or simulated Census form online or in print.</p>	BL-A

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		EL Civics Focus Area(s): Civic Engagement Government  I <sup>3</sup> Focus Area: Civic and Community Participation.		
†55	Health – Social and Emotional Learning	Identify and demonstrate social and emotional learning skills including growth mindset, self- efficacy, self- management and social awareness to meet school, family and workplace challenges.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Health and Wellbeing	<ol style="list-style-type: none"> <li>1. Identify and/or describe social and emotional learning skills (e.g. growth mindset, self-efficacy, self-management, and social awareness, etc.).</li> <li>2. Identify advantages of applying growth mindset vs. fixed mindset.</li> <li>3. Identify personal, academic and/or career mistakes/challenges as opportunities to learn and improve.</li> <li>4. Describe how past choices and actions led to learner's current successes.</li> <li>5. Give advice using growth mindset concepts.</li> <li>6. Set personal, academic and/or career goals and identify steps to achieve them.</li> <li>7. *Identify skills and successes to build confidence.</li> <li>8. Respond to personal problems with self-efficacy, e.g. confidence, action, resilience and persistence.</li> <li>9. Give advice using self-efficacy concepts, e.g. confidence, action, resilience and persistence.</li> <li>10. Identify and/or describe ways to manage thoughts, emotions and behaviors.</li> <li>11. Identify and/or describe skills to relieve stress and remain calm.</li> <li>12. Identify and /or describe ways to respond to daily challenges with self-discipline and responsibility.</li> <li>13. Give advice using self-management concepts, e.g. the ability to manage thoughts, emotions and behaviors to stay calm and self-motivated.</li> </ol>	*

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†70	Workforce Training – Education, Child Development, and Family Services	Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education  <b>EL Civics Focus Area(s):</b> Civic Engagement  <b>I<sup>3</sup> Focus Area:</b> Education and Career	<ol style="list-style-type: none"> <li>1. Identify the periods of child development and/or describe the characteristics of each of the domains (physical, cognitive, psychosocial) related to the periods of development orally or in writing.</li> <li>2. Identify and/or describe strategies parents and/or early childhood educators can use to address children's behavior.</li> <li>3. Compile a list of resources, classes, and services to assist parents.</li> <li>4. Identify and/or describe a child's behavior.</li> <li>5. Deleted.</li> <li>6. Write an email, note or letter to communicate with a child's parent(s) or guardian(s).</li> <li>7. Identify and/or describe health and safety measures that can prevent children from having illnesses, accidents and injuries.</li> <li>8. Describe a child's development and/or behavior (e.g. abilities, interests, routines, needs, socialization skills, progress, etc.).</li> <li>9. Identify and/or describe safe or unsafe childcare environments.</li> <li>10. Identify and/or explain the methods of socialization in children.</li> <li>11. Research, identify, and/or discuss the differences between high-quality and poor-quality childcare programs.</li> <li>12. Identify, analyze, and/or interpret how educational, political, and socioeconomic factors directly impact the socialization skills of children.</li> <li>13. Identify, discuss, and employ behavior management and communication strategies useful for working with children of different ages.</li> <li>14. Sing a song or recite a poem for a child with rhythm, volume, and gestures appropriate for modeling language to children.</li> <li>15. Identify a child's personal information (e.g. name, exact age, native language, primary caregiver and/or siblings, etc.).</li> <li>16. Observe a child for a specified period of time and write a running record of the child's actions. Describe with details (e.g. what the child is doing, saying, etc.).</li> <li>17. Write an objective and detailed physical description of a child.</li> </ol>	BH-A

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			18. Identify and employ communication strategies useful for helping children of different ages to resolve conflicts and manage their feelings. 19. Summarize an event or interaction that illustrates a child's preferences, interests, needs, and/or developmental level. 20. Write an analysis of a child's preferences, interests, needs, and socio-emotional, motor, cognitive, and/or language development.	
†71	Workforce Training – Health Science and Medical Technology	<p>Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in health care.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Education and Career</p>	1. *Identify and/or demonstrate communication skills for use in caring for a consumer from a different culture, background, or lifestyle than the health care provider. 2. *Identify common diseases and describe the signs/symptoms indicating that someone has the disease. 3. *Identify and appropriately report signs of abuse and neglect of consumers. 4. Identify, describe and/or demonstrate proper safety procedures as a health care provider. (e.g., infection control, body mechanics, etc.). 5. Examine, interpret, support, communicate and/or document consumers' and health care providers' rights. 6. Analyze and/or describe scope of practice in terms of legalities associated with personal care services and patient-centered care. 7. *Describe symptoms of an illness or other physical problem. 8. *Perform actions or respond to a health care supervisor's questions, directions, or instructions. 9. *Complete a health history form online or in print. 10. *Schedule medical/dental/vision appointments. 11. Identify the duties and responsibilities, within legal parameters, of a pharmacy technician, when working in a pharmacy. 12. Identify and demonstrate effective pharmacy technician communication with patients/customers and pharmacy staff. 13. Demonstrate skills in triaging tasks and time management which foster an environment of patient/customer safety and efficacy of patient/customer care. 14. Identify the rules of HIPAA and demonstrate appropriate verbiage necessary to ensure patient safety when dispensing a prescription.	BL-A

## 2025-26 Pre-Approved EL Civics Objectives

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			<p>15. Demonstrate appropriate communication when requesting refill authorizations from prescribers.</p> <p>16. Compile a list of safety concerns and issues that might be encountered in pharmacology.</p>	
†72	Workforce Training – Building and Construction Trades	<p>Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in building and construction trades.</p> <p>EL Civics Focus Area(s): Civic Engagement</p> <p>I<sup>3</sup> Focus Area: Education and Career</p>	<ol style="list-style-type: none"> <li>1. Describe and/or report safe and unsafe working conditions.</li> <li>2. Describe and/or report potential dangers for unsafe working conditions.</li> <li>3. Recommend solutions for unsafe working conditions.</li> <li>4. Demonstrate, describe and/or report on safe personal protective equipment and safety procedures.</li> </ol>	IL-A
†73	Workforce Training – Information and Communication Technologies	<p>Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in information and</p>	<ol style="list-style-type: none"> <li>1. *Identify and demonstrate basic parts and functions of a computer.</li> <li>2. *Identify, describe and/or demonstrate actions used to use a computer and/or navigate the internet (e.g. computer applications).</li> <li>3. *Describe and/or demonstrate one's ability to use a computer, for example in the context of a job interview or job application process.</li> <li>4. Use technology, including the internet, to produce and publish writing.</li> <li>5. Use technology to communicate, interact and collaborate effectively with others.</li> <li>6. Use digital technology, communication tools and /or networks to evaluate and share information.</li> </ol>	BL-A

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		communication technologies.  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Digital Literacy	7. Demonstrate the ability to write an email using appropriate style, tone, and register. 8. Identify gaps in information, knowledge and competence regarding technology via self-assessment tools.	
†74	Workforce Training – Manufacturing and Product Development	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in manufacturing and product development. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	1. Identify and/or describe steps used in producing a machined part or other product. 2. Interpret a chart, table or other graphic to determine the correct setting for a piece of equipment needed to produce a product. 3. Describe and use basic math operations to make adjustments to bring part or other product being produced into tolerance. 4. Demonstrate understanding of terminology commonly used in manufacturing and product development.	BH-A

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†75	Workforce Training – Business and Finance	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in business and finance. (This objective has only 1 AAP.)  EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of terminology commonly used in accounting and bookkeeping.</li> <li>2. Identify and/or describe the main types of records used to collect payroll data per the Federal Labor Standards Act (FLSA).</li> <li>3. Identify and/or describe the steps and procedures used in a payroll accounting system.</li> <li>4. Read and interpret a payroll register in order to correctly record an employee's earnings.</li> <li>5. Identify and/or describe common payroll tax forms (e.g. forms W-2 and W-4) used to record payroll transactions.</li> <li>6. Explain basic federal rules regarding payroll tax.</li> <li>7. Explain the types of withholding allowances that employees may claim for income tax withholding.</li> <li>8. Examine spending habits in order to create a budget and/or make budgeting recommendations</li> <li>9. Research and evaluate loan options and investments.</li> </ol>	A
†76	Workforce Training – Hospitality, Tourism and Recreation	Demonstrate the language and literacy skills necessary to effectively participate in workforce training and work in hospitality, tourism and recreation. (This objective has only 1 AAP.)	<ol style="list-style-type: none"> <li>1. *Identify the duties and responsibilities of a custodian.</li> <li>2. *Describe and/or demonstrate proper cleaning procedures.</li> <li>3. *Identify, describe and/or report safe and unsafe working conditions.</li> </ol>	BL-A

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		EL Civics Focus Area(s): Civic Engagement  I <sup>3</sup> Focus Area: Education and Career		
77	<i>Workforce Training – Education</i>	<i>Demonstrate the language and literacy skills necessary to effectively participate in workforce training in para education.</i>	<ol style="list-style-type: none"> <li>1. <i>Identify and/or describe strategies para educators can use to address students' behavior.</i></li> <li>2. <i>Describe a student's development and/or behavior (e.g. abilities, interests, routines, needs, socialization skills, progress, etc.).</i></li> <li>3. <i>Identify, discuss, and employ behavior management and communication strategies useful for working with students of different ages.</i></li> <li>4. <i>Demonstrate the ability to write on a para educator-related topic.</i></li> </ol>	BH-A