CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-11-60  NEW: March/2002

TITLE: CULTURAL STUDIES, FOR OLDER ADULTS/UNITED STATES

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  HOURS: 60

APPORTIONMENT NO.: 08.083.301

COURSE DESCRIPTION:
This competency-based course offers instruction to the older adult in the various factors that influence the cultural identity of a country and its people. Instructional topics include: how language and social customs form a cultural identity; the influence of history and geography on the formation of a culture; understanding the culture through language (English) acquisition and conversation; understanding the culture of the United States through its literature, visual and performing arts; understanding the culture through its cuisine, sports, leisure and recreation; and the importance of community and intergenerational cultural experiences. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Appreciation is expressed to DAN HAZELTINE, ROSA MEDINA-KRUMPL, ALICE ROMANO, ARLENE TORLUEMKE, and THERESA WILLIAMS for their work in the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

BARBARA LEVIN  
Specialist  
Programs for Older Adults

DOLORES DIAZ-CARREY  
Director  
Instructional Services

APPROVED:

SANTIAGO JACKSON  
Assistant Superintendent  
Division of Adult and Career Education

(52-11-60)
### A. INTRODUCTION

**Understand goals and content of course**

1. Identify course goals.
2. Discuss classroom rules and procedures.
3. Discuss importance of the following personal skills in the classroom environment:
   a. positive attitude
   b. self-confidence
   c. honesty
   d. perseverance
   e. self-management/work ethic
   f. pride in product/work
   g. dependability
4. Discuss importance of the continued development of the following personal traits and skills to older adults:
   a. establishing goals for self-improvement and further education/training
   b. prioritizing tasks and meeting deadlines
   c. initiative and leadership
   d. importance of lifelong learning in a world of constantly changing technology
5. Discuss importance of the continued development of the following interpersonal skills to older adults:
   a. identifying and discussing the behaviors of an effective team
   b. explaining the central importance of mutual respect in interpersonal relations
   c. discussing and demonstrating strategies for conflict resolution and negotiation, and explaining their importance within the classroom environment.
   d. working cooperatively, sharing responsibilities, accepting supervision and assuming leadership roles
   e. demonstrating cooperative working relationships and proper etiquette across gender and cultural groups.

### COMPETENCIES

- Allocates Time/ Allocates Human Resources
- Participates as Member of a Team/ Negotiates/ Works with Diversity
- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
- Understands Systems

### FOUNDATION

- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Decision Making
- Self-Management
| B. CULTURAL IDENTITY | 1. Define U.S. culture and its changing face. |
| | 2. Identify factors that contribute to a cultural identity. |
| | 3. Discuss the U.S. as a blend of subcultures. |
| | 4. Discuss how multiculturalism has impacted American English. |
| | 5. Identify social customs specific to U.S. culture and how subcultures challenge these. |
| | 6. Identify cultural traditions. |
| | 7. Discuss how traditions define population. |
| | 8. Discuss social etiquette (interactions): greetings, farewells, apologies, table manners, weddings, funerals, etc. specific to U.S. culture and major sub-cultures. |
| | 9. Discuss nonverbal communication, including body language specific to U.S. culture and major sub-cultures. |
| | 10. Identify idiomatic expressions, proverbs, axioms and regional dialects of American English. |
| | 11. Discuss the role of religions in the evolution of American culture and its impact on regional settlement. |
| | 12. Discuss the use of genealogy to examine cultural identity. |
| | 13. Identify genealogical resources. |
| | 14. Read genealogical documents. |

| COMPETENCIES | Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information |
| Systems: Understands Systems |

| FOUNDATION | Basic Skills: Reading/ Writing/ Listening/ Speaking |
| Thinking Skills: Knowing How to Learn/ Reasoning |
| Personal Qualities: Self-Management |

| C. HISTORICAL/ GEOGRAPHICAL CULTURAL IDENTITY | 1. Discuss the influence of U.S. history on its cultural identity. |
| | 2. Identify important dates in U.S. history. |
| | 3. Construct a timeline of major historical periods of U.S. history. |
| | 4. Discuss the role of immigration on cultural identity. |
| | 5. Identify major patterns of immigration in the U.S. |
| | 6. Identify legislation that occurred as a result of large influxes of immigration. |
| | 7. Identify influential historical figures and their contributions to the cultural identity of the U.S. |
| | 8. Discuss the spirit of exploration and settlement of the continent. |
| | 9. Discuss the influence of geography on U.S. cultural identity. |
| | 10. Identify important geographic divisions or regions of the U.S. |
| | 11. Discuss the influence of weather and seasons on cultural identity. |
| | 12. Discuss the influence of the Great Depression and the Civil Rights Movement on the 20th century. |

| COMPETENCIES | Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information |
| Systems: Understands Systems |

| FOUNDATION | Basic Skills: Reading/ Writing/ Listening/ Speaking |
| Thinking Skills: Knowing How to Learn/ Reasoning |
| Personal Qualities: Self-Management |
D. THE ECONOMY AND SOCIAL ISSUES

Understand the relationship between the economy and health care, education and employment.

1. Discuss the impact of free education on our population.
2. Discuss public and private education.
3. Understand the role of the economy and employment.
4. Discuss workers’ struggle for equal rights.
5. Identify health care available in the United States.
6. Discuss methods of accessing health care.
7. Identify major social problems (e.g. poverty, homelessness, crime).
8. Discuss intervention strategies derived from the public and private sectors.

COMPETENCIES
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity
Systems: Understands Systems

FOUNDATION SKILLS:
Basic Skills: Reading/ Listening/ Speaking
Thinking Skills: Problem Solving
Personal Qualities: Sociability/ Self-management

(4 hours)

E. EXPERIENCING THE CULTURE THROUGH CONVERSATION

Understand the culture through language acquisition and conversation.

Beginning Level

1. Practice sounds of vowels.
2. Practice voiced and silent vowels.
3. Practice dip-thongs and trip-thongs.
4. Practice sounds of consonants.
5. Practice the alphabet.
6. Practice spelling of words.
7. Use spoken and written accents.
8. Use cardinal numbers.
9. Use ordinal numbers.
10. Repeat time of day and events.
11. Practice questions and answers.
12. Express personal opinions.
13. Make statements.
14. Make requests.
15. Speak and understand words referring to personal information, including name, address, telephone number, age, birth date, birthplace, marital status, education, job training/preparation, medical history, health, leisure activities, etc.
16. Speak and respond appropriately to the following patterned social interaction: greetings, introductions, expressing thanks, apologizing, pardoning/excusing, accepting and refusing invitations, disagreeing politely asking for clarification, talking about the weather, asking for time, inquiring about someone.
17. Practice main verbs and simple tenses.
18. Practice simple idioms and expressions.

Intermediate/Advanced Level

19. Use simple present, past and future tenses.
20. Contrast present perfect tense and simple past tense.
21. Demonstrate understanding and use of various verb structures in meaningful conversation.
22. Use appropriate word order in questions and statements.
23. Give information about self, family and work history.
24. Demonstrate the ability to engage in conversation on topics such as news events, weather and leisure activities.
25. Identify and discuss cultural differences between the U.S. and other countries.
26. Identify idioms and expressions.
27. Discuss prepositions and practice their use.

COMPETENCIES
Interpersonal: Participates as Member of a Team/ Teaches Others
New Skills
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Knowing How to Learn/ Reasoning
Personal Qualities: Self-Management

(12 hours)

F. EXPERIENCING THE CULTURE THROUGH LITERATURE
Understand the culture through its literature.

1. Define U.S. literature to include writings in prose, poetry (verse), myths, legends and fables, etc.
2. Discuss how U.S. culture is defined by its literary culture.
3. Identify common myths, legends and fables and discuss their influence on modern U.S. culture.
4. Identify important works of prose and their authors (e.g. Mark Twain, Maya Angelou, Ernest Hemingway)
5. Discuss their influence on the culture.
6. Read selected works of prose.
7. Identify important works of poetry and their authors (e.g. Poe, Sandburg).
8. Read selected poems.
9. Identify and discuss important works of drama and their authors.
10. Discuss their importance on the culture.
11. Read or perform selected passages from representative plays.

COMPETENCIES
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Knowing How to Learn/ Reasoning
Personal Qualities: Self-Management

(6 hours)
### F. EXPERIENCING THE CULTURE THROUGH THE VISUAL ARTS

Understand the culture through its visual arts.

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Define visual arts.</td>
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<tr>
<td>2.</td>
<td>Characterize the major branches of the visual arts: drawing and painting, printmaking, sculpture, architecture, photography, film and video.</td>
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<td>3.</td>
<td>Identify important American artists of the 20th century.</td>
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<td>4.</td>
<td>Identify representative examples of the visual arts of the American culture.</td>
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<td>5.</td>
<td>Discuss the impact of the visual arts on the American culture.</td>
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<td>6.</td>
<td>Identify American architecture that has influenced culture (i.e. modern skyscrapers and tract homes)</td>
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<td>7.</td>
<td>Discuss the impact of culture on architecture (i.e. the prairie sod house, California missions)</td>
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<td>8.</td>
<td>Define film as a visual art.</td>
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<tr>
<td>9.</td>
<td>Discuss the evolution of film and its impact on U.S. culture.</td>
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<td>10.</td>
<td>Identify directors and actors.</td>
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<td>11.</td>
<td>Discuss the role of television on American culture.</td>
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<td>12.</td>
<td>Identify major American photographers (e.g. Ansel Adams, Gordon Parks).</td>
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<td>13.</td>
<td>Discuss their impact on American culture.</td>
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**COMPETENCIES**

- Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
- Systems: Understands Systems

**FOUNDATION**

- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Thinking Skills: Knowing How to Learn/ Reasoning
- Personal Qualities: Self-Management

(6 hours)

### G. EXPERIENCING THE CULTURE THROUGH THE PERFORMING ARTS

Understand the culture through its performing arts.

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<tbody>
<tr>
<td>1.</td>
<td>Define performing arts.</td>
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<tr>
<td>2.</td>
<td>Identify the major performing arts in the U.S.: drama/theater, music and dance.</td>
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<tr>
<td>3.</td>
<td>Discuss the influence of performing arts on American culture.</td>
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<td>4.</td>
<td>Identify music unique to U.S. culture: jazz, rock and roll, pop, and 20th Century classics.</td>
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<td>5.</td>
<td>Identify musical performing artists and groups that have influenced U.S. culture.</td>
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<td>6.</td>
<td>Discuss theater from vaudeville to small community group performance.</td>
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<td>7.</td>
<td>Identify plays that reflect American culture, such as the works of Arthur Miller, Tennessee Williams, John Steinbeck and Neil Simon.</td>
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<td>8.</td>
<td>Discuss dance as a performing as well as a participatory art form.</td>
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<td>9.</td>
<td>Identify ways that dance has changed during the past one hundred years.</td>
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<td>10.</td>
<td>Identify local theaters and playhouses and the mechanics of participation.</td>
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<td>11.</td>
<td>Visit, attend, and/or participate in the following activities:</td>
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<tr>
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<td>a. art exhibits</td>
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<td>b. cinema</td>
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<td></td>
<td>c. dance performance</td>
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<td></td>
<td>d. drama performance</td>
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<td></td>
<td>e. ethnic fairs</td>
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<td></td>
<td>f. music performances</td>
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</tbody>
</table>
COMPETENCIES
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Knowing How to Learn/ Reasoning/ Seeing things in the Mind’s Eye
Personal Qualities: Self-Management

(6 hours)

H. CULTURAL CUISINE
Understand the culture through its regional cuisine.
1. Define American cuisine.
2. Define regional/ethnic cuisine.
3. Identify historical and/or regional influences on U.S. cuisine.
4. Identify native ingredients of U.S. cuisine (i.e. corn, turkey, tomatoes, etc.)
5. Discuss the influence of immigration on U.S. cuisine (i.e. pizza, burritos, etc.)
6. Identify fast food as an American invention.
7. Discuss the impact of fast food on global food consumption.
8. Compare cuisine by socio-economic class.
9. Discuss the nutritional value of a specific cuisine.
10. Discuss the modifications to adapt a regional/ethnic cuisine to the nutritional requirements of older adults.
11. Identify local restaurants that serve cuisine from a specific region/ethnicity.
12. Identify sources for researching ethnic and regional menus:
   a. internet
   b. periodicals
   c. library
   d. students

COMPETENCIES
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Knowing How to Learn/ Reasoning
Personal Qualities: Self-Management

(3 hours)

I. COMMUNITY AND INTERGENERATIONAL INTERACTION
Understand the importance of community and intergenerational cultural experiences.
1. Discuss the importance of community interaction.
2. Discuss the importance of intergenerational interaction.
3. Identify methods of locating groups of other cohorts/generations in the community.
4. Discuss local community resources available to older adults.
5. Identify ways to access local older adult resources.

COMPETENCIES
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Knowing How to Learn/ Reasoning
Personal Qualities: Self-Management

(3 hours)
J. TECHNOLOGY AND SCIENCE
Understand the importance of science, invention and technology to American culture.

1. Discuss inventions that have added to the quality of life in the U.S.A.
2. Identify technology that has had a major impact on U.S. culture (i.e. the automobile, television, the micro-chip, nuclear reactor and genetic engineering).
3. Discuss the impact of technology on creating the American Lifestyle.
4. Identify science and technology that has affected older adults.
5. Identify changes in the family as a result of technology (e.g. impact of the internet on family communication, cell phones).

COMPETENCIES:
Resources: Time/ Human Resources
Interpersonal: Participates as Member of Team
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Interpersonal: Participates as a Member of at Team/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity
Systems: Understands Systems
Technology: Selects Technology, Applies Technology to Task

FOUNDATION SKILLS:
Basic Skills: Listening/ Speaking/ Reading
Thinking Skills: Decision Making/ Creative Thinking/ Problem Solving
Personal Qualities: Sociability/ Self-Management

(3 hours)

K. EXPERIENCING THE CULTURE THROUGH SPORTS AND RECREATION
Understand the culture through its recreation and sports.

1. Define sports and recreation to include major competitive, informal “pick-up” games and organized team sports.
2. Compare sports by socio-economic class.
3. Discuss professional sports and recreation and their impact on U.S. culture.
4. Identify places to actively participate in sports and/or be a spectator.
5. Discuss the influence of televised and professional sports on U.S. culture.

COMPETENCIES:
Resources: Time/ Human Resources
Interpersonal: Participates as Member of Team
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Systems: Understands Systems

FOUNDATION SKILLS:
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/ Self-Management

(2 hours)
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCES

Textbooks


OTHER RESOURCES

The following resource centers house collections of books, journals, magazines government publications, posters, videos, audiocassettes, compact discs. The collections are available for circulation and serve the information needs of a particular cultural group with extensive English language materials.

American Indian Resource Center
6519 Miles Ave
Huntington Park, CA 90255
(323) 583-2794

Asian Pacific Resource Center
1550 West Beverly Blvd
Montebello CA 90640
(323) 722-6551

Black Resource Center
150 East El Segundo Blvd.
Los Angeles, CA 90061
(310) 538-0059

Black Art


**Black Culture**


**Black History**


**Integration**


**Black Poetry**


Segregation


Slavery


Blacks in War


Chicano Resource Center
4801 East 3rd Street
Los Angeles, CA 90022
(323) 263-5087

RESOURCE PERSONS

Subject area specialist

Mentor teachers
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Demonstration and participation  
B. Lecture and discussion  
D. Individualized instruction  
E. Printed materials  
F. Guest presenters  
G. Multi-sensory presentation

EVALUATION

A. Handouts/tests using competencies in this course outline  
B. Dictation  
C. Oral/written skills demonstration  
D. Teacher observation  
E. Self-assessment  
F. Group assessment
### SAMPLE LESSON PLAN
**for the Cultural Studies, For Older Adults/United States Course**

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
</tr>
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<tbody>
<tr>
<td>B. CULTURAL IDENTITY</td>
<td>13. Discuss the use of genealogy to examine cultural identity. 14. Identify genealogical resources.</td>
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**SAMPLE LESSON PLAN**

**LESSON OBJECTIVE:** Students will be able to examine cultural identity using a genealogical perspective and identify resources for individual research.

**EQUIPMENT NEEDED:** videos from Ellis Island, family records, computer software for family history research

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<tr>
<th>SCANS FOCUS</th>
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<tbody>
<tr>
<td>COMPETENCIES</td>
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<td>Resources: Allocates Time/Allocates Human Resources</td>
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<td>FOUNDATION</td>
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<tr>
<td>Basic Skills: Reading/Writing/Listening/Speaking/Writing</td>
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<tr>
<td>Thinking Skills: Problem Solving</td>
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<td>Personal Qualities: Self-Esteem/ Self-Management</td>
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<tr>
<td>STAGE OF LESSON</td>
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</tbody>
</table>
| WARM-UP REVIEW  | 1. Students will participate in a brief review of last week's topic: “Idiomatic Expressions, Proverbs and Axioms of the English Language” using incomplete sayings to recall.  
2. Teacher will introduce the topic of the day using old photo albums and family pictures to present the idea of genealogy and cultural identity. |
| INTRODUCTION    | 1. Teacher will introduce students to today’s objective: to examine cultural identity using a genealogical perspective.  
2. Students will look at genealogy as a cultural group issue and an individual family issue. |
| PRESENTATION    | 1. Students will view a video of Ellis Island to see a broad view of immigration and patterns that influenced American culture.  
2. Students will be asked to identify their own family culture or country of origin.  
3. Teacher will discuss the saying a “Heinz 57”.  
4. Teacher will lead a discussion about large groups of immigrants and subsequent settlements in American cities (cultural enclaves, such as Little Italy, Chinatown, Little Tokyo, etc.). |
| GUIDED PRACTICE | 1. Teacher will describe places to obtain information about cultural groups and individual family histories. |
| EXTENDED PRACTICE | 1. Students will plan field trips to a L.A. Public Library, History and Genealogy Library and the Family History Library (Church of Jesus Christ, Latter Day Saints). |
| EVALUATION      | 1. Students will present and share any information about their families and how it shaped their identity. |
| APPLICATION     | 1. Students will be asked to describe how today’s lesson influenced the way they think of themselves in a cultural and genealogical context.  
2. Teacher will describe Life Story Writing for those who may wish to pursue a more in-depth search of personal history. |
| COMPREHENSION CHECK | 1. Teacher will evaluate comprehension by listening to students’ presentations about his/her family and culture. |
### COMPETENCY AREA AND TOPIC

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
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<tbody>
<tr>
<td>C. HISTORICAL/ GEOGRAPHICAL CULTURAL IDENTITY</td>
<td>8. Discuss the influence of geography on American cultural identity.</td>
</tr>
</tbody>
</table>

### SAMPLE LESSON PLAN

**LESSON OBJECTIVE:** Students will be able to identify the different regions of the United States and find these on a map

**EQUIPMENT NEEDED:** chalk or white board, maps (wall map, globe and individual student maps)

**SCANS FOCUS**

**COMPETENCIES**
- Acquires and Evaluates Information/
- Interprets and Communicates Information
- Participates as Member of a Team/
- Negotiates to Arrive at a Decision/
- Works with Diversity

**FOUNDATION**
- Basic Skills: Reading/ Writing/
- Listening/ Speaking/
- Writing
- Problem Solving
- Self-Esteem/ Self-Management
# SAMPLE LESSON PLAN
for the Cultural Studies, For Older Adults/United States Course

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
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</table>
| WARM-UP REVIEW  | 1. Students will participate in a brief review of last week’s topic: “The Identification of Important Dates in United States History” (using a trivia format).  
2. Teacher will introduce the topic of the day using the game “Hang Man” to identify the topic word, “Geography”. |
| INTRODUCTION    | 1. Teacher will introduce students to today’s objective; identifying important regions of the United States, including landmarks and points of interest.  
2. Students will look at the broad outlines or boundaries of the United States and it’s neighbors using a large map and globe. |
| PRESENTATION    | 1. Teacher will give a brief lecture identifying physical components of the United States, including landmarks and points of interest.  
2. Students will be asked to list regions and become familiar with states within these regions.  
3. Teacher will pose the following question: “Which regions and/or states have you visited?”  
4. Teacher will lead a discussion of regional differences using questions about the same items having different names in different regions. |
| GUIDED PRACTICE | 1. Students will participate in a filling in details on their individual maps.  
2. Teacher will present the idea of where different nationalities are concentrated in the United States.  
3. Students will discuss in small groups the following question: “Does a region have an influence on where different immigrant groups settle?” |
| EVALUATION      | 1. Students will identify and discuss areas of the United States they have visited.  
2. Students will also discuss areas of the United States they might like to visit (and why) and identify those areas on the large map. |
| APPLICATION     | 1. Teacher will assign the following homework: “Be prepared to share a current event from at least one other region of the United States that has occurred during the week.” |
| COMPREHENSION CHECK | 1. Teacher will evaluate comprehension by listening to students’ descriptions of the map and regions.  
2. Students will be involved in small group discussions of regional differences in the United States and comparisons with their own country's geography. |
## SAMPLE LESSON PLAN

**for the Cultural Studies, For Older Adults/United States Course**

### COMPETENCY AREA AND TOPIC

<table>
<thead>
<tr>
<th>G. EXPERIENCING THE CULTURE THROUGH THE VISUAL ARTS</th>
<th>MINIMAL COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Identify American architecture that has influenced culture (i.e., modern skyscrapers, tract homes).</td>
<td></td>
</tr>
</tbody>
</table>

### SAMPLE LESSON PLAN

**LESSON OBJECTIVE:** Students will be able to identify America’s three tallest skyscrapers in the United States and the cities in which they are located.

**EQUIPMENT NEEDED:** Handouts of photos of the three tallest skyscrapers in the United States. “Skyscrapers: A History of the World’s Most famous/Important Skyscrapers” by Judith Dupr’e

### SCANS FOCUS

**COMPETENCIES**

- Resources: Allocates Time/ Allocates Human Resources
- Information: Acquires and Evaluates Information/ Interprets and Communicates Information
- Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity

**FOUNDATION**

- Basic Skills: Reading/ Writing/ Listening/ Speaking/ Writing
- Thinking Skills: Problem Solving
- Personal Qualities: Self-Esteem/ Self-Management
### SAMPLE LESSON PLAN
for the Cultural Studies, For Older Adults/United States Course

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
</tr>
</thead>
</table>
| **WARM-UP REVIEW** | 1. Students will participate in a brief review of last week’s topic: “The Impact of Culture on Architecture” (e.g. the California Mission, prairie sod house).  
2. Teacher will explain why skyscrapers are a uniquely American art form. |
| **INTRODUCTION** | 1. Teacher will introduce students to today’s objective: identifying the three tallest American skyscrapers.  
2. Students will be asked, “When and why were skyscrapers created?” |
| **PRESENTATION** | 1. Teacher will give a brief lecture on the history of skyscrapers in America.  
2. Students will be asked to identify any skyscrapers in their hometowns.  
3. Teacher will lead a brief discussion about experiences/observations students may have had with/of skyscrapers.  
4. Teacher will ask students to discuss the following questions: Why do people build skyscrapers? Where are the tallest skyscrapers in the world? What technology made it possible to build skyscrapers?  
5. Teacher will discuss why skyscrapers are icons of cities, stars of movies, symbols of corporate power and a place where many people report to work daily.  
6. Teacher will lead a discussion about large groups of immigrants and subsequent settlements in American cities (cultural enclaves, such as Little Italy, Chinatown, Little Tokyo, etc). |
| **GUIDED PRACTICE** | 1. Students will look at photos of the three tallest skyscrapers in America and attempt to identify them.  
2. Teacher will present the history of American skyscrapers and where/why they were built.  
3. Students will discuss what they believe is the future of skyscrapers in America (i.e., within the context of current security consciousness). |
| **EVALUATION** | 1. Students will review, identify and discuss the location of America’s most famous skyscrapers.  
2. Teacher and students will review and discuss the types of materials and technology used in building America’s skyscrapers. |
| **EXTENDED PRACTICE** | 1. Students will be asked to make a list for the following class to address the following issue: “Pros/cons of working in a high rise as a wheelchair user”. |
| **APPLICATION** | 1. Teacher will pose the question: “Knowing what you have learned about skyscrapers, would you be willing to live, work or use services offered in a skyscraper? |
| **COMPREHENSION CHECK** | 1. Teacher will review students’ ability to identify photos of famous American skyscrapers. |

(52-11-60)
### SAMPLE LESSON PLAN
for the Cultural Studies, For Older Adults/United States Course

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. COMMUNITY AND</td>
<td>4. Discuss local community resources available to older adults.</td>
</tr>
<tr>
<td>INTERGENERATIONAL</td>
<td>5. Identify ways to access local older adult resources.</td>
</tr>
<tr>
<td>INTERACTION</td>
<td></td>
</tr>
</tbody>
</table>

#### SAMPLE LESSON PLAN

**LESSON OBJECTIVE:** Students will be able to write a check and understand the basic mechanics of a checking account.

**EQUIPMENT NEEDED:** chalk or white board, overhead projector, handouts

**SCANS FOCUS**

**COMPETENCIES**
- Resources: Allocates Time/ Allocates Human Resources
- Information: Acquires and Evaluates Information/ Interprets and Communicates Information
- Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity

**FOUNDATION**
- Basic Skills: Reading/ Writing/ Listening/ Speaking/ Writing
- Thinking Skills: Problem Solving
- Personal Qualities: Self-Esteem/ Self-Management
## SAMPLE LESSON PLAN
for the Cultural Studies, For Older Adults/United States Course

<table>
<thead>
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</tr>
</thead>
</table>
| WARM-UP REVIEW  | 1. Students will participate in a brief review of last week’s topic: “Services Available at the Local Bank”.  
2. Teacher will introduce the topic of the day: “Check Writing as Part of the American Lifestyle.” |
| INTRODUCTION    | 1. Teacher will pose the following questions: “What payments do you make monthly/regularly?” How do you make those payments?”  
2. Teacher will distribute handouts of “blank checks”. |
| PRESENTATION    | 1. Teacher will give a brief lecture identifying the benefits of using checks (versus money order or cash) to make payments.  
2. Teacher will identify the components of a check, using an overhead projector.  
3. Students will guide the teacher through filling out the spaces on the check shown on the overhead projector. |
| GUIDED PRACTICE | 1. Students will fill out two blank checks: one for their rent, the second for their telephone bill.  
2. Students will divide into small groups to review one another’s efforts. |
| APPLICATION     | 1. Students will request imprinted checks from their bank.  
2. Students will begin to pay their monthly bills with checks. |
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

Resources

- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information

- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal

- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuade or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems

- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Technology
• Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
• Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
• Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
• Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities
• Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
• Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
• Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
• Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
• Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
MODEL STANDARDS for PROGRAMS for OLDER ADULTS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1
The focus of the program is for older adults.

Program Standard 2
Program meets the needs of the subpopulations within the older adult category.

Program Standard 3
There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4
Student enrollment and participation are voluntary in older adult classes.

Program Standard 5
Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6
Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7
Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8
Courses are advertised and marketed specifically for older adults.

Program Standard 9
Classes are attended primarily by older adults.

Program Standard 10
There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11
Program includes standards for curriculum, instruction, and student assessment.
Curricular Standards for Programs For Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

Curricular Standard 1
Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor’s Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

Curricular Standard 2
Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3
Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

Curricular Standard 4
Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5
Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6
Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7
Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

Curricular Standard 8
Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.
Instructional Standard 1
Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

Instructional Standard 2
Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3
Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4
Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5
Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6
The learning environment is conducive to facilitating instruction for older adults.

Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1
Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self-assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2
Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3
Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.