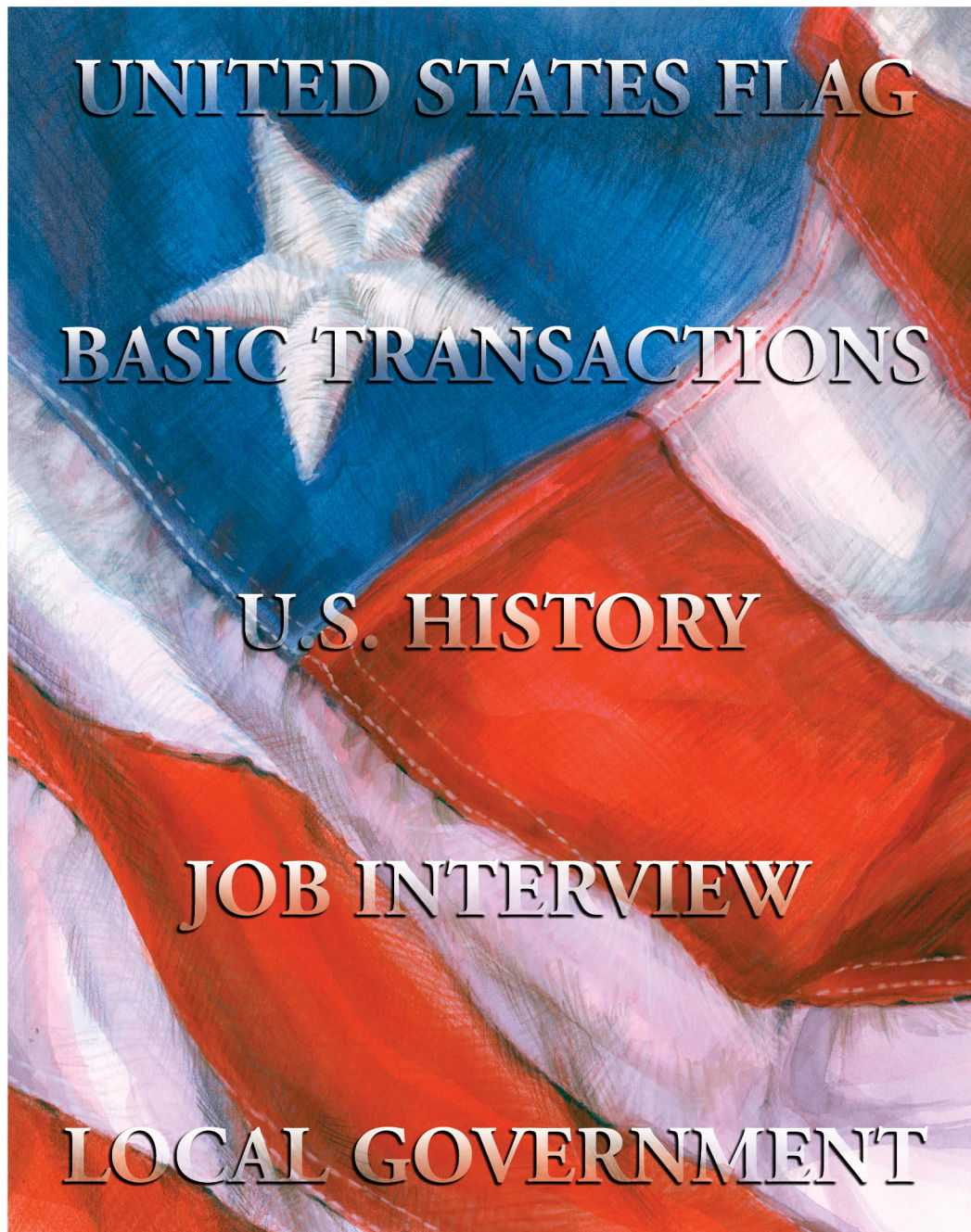


English Literacy Civics
Supplemental Program Resource



UNITED STATES FLAG

BASIC TRANSACTIONS

U.S. HISTORY

JOB INTERVIEW

LOCAL GOVERNMENT

Resource by

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2003

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Cover Design by Barbara and Jeannine Shannon

Introduction

The creation of this Supplemental English Literacy Civics Program Resource grew out of the need to have creative, interesting, and pertinent lessons regarding civics-related material at teachers' fingertips. While quite a few comprehensive EL Civics curriculums exist, for the average adult school ESL program, they don't meet the criteria as a *supplement* for an existing ESL program. Aside from the cost of textbooks and workbooks, few if any of those resources could be used across ESL levels.

Additionally, if we are to embrace the idea that in large part EL Civics is a teaching tool – an avenue, if you will, to helping students learn the English language – we must use it as such, in the context of well-balanced and engaging lessons. Unfortunately, the short amount of time teachers are often given to implement worthwhile new programs, usually means that they have little time to research information, let alone put that information into the framework of an innovative lesson.

The creation of this resource is aimed at addressing these major issues. The resource is by no means exhaustive, but it does take five objectives and their additional assessments (chosen by a given student population and approved by CDE for the 2002-2003 school year) and attempt to present them in such a way that a teacher has minimal research and creation to do in order to use them. As much as possible, everything is available for the teacher to conduct a well-rounded, complete lesson, with very little legwork on the teacher's part. All materials are original and have been created to specifically fit these lessons. In cases when the teacher is required to research his/her own information, efforts have been made to simplify the search by giving website or bibliographical information.

Because we can assume that our students are intelligent and capable, every attempt has been made to keep this resource an effective learning/ teaching tool that treats our adult students like thinking people whose intellectual deficiencies lie in the areas of language and American culture. That being said, it's important to remember that huge cultural and socioeconomic differences can sometimes mean that students lack information we in the United States consider to be basic. Therefore, some lessons include conceptual information as well as vocabulary to aid students in understanding some of these differences. The bank lesson for Beginning-low is a good example of this.

** **A note to "seasoned" teachers:** This resource has been created so that a teacher new to ESL and/or EL Civics could easily use it with confidence. Feel free to use what fits your style and omit what doesn't.*

Tips for Using this Resource

1. **Read each lesson thoroughly.** Some of the lessons require preparation, such as photocopying, making overheads or cutting out materials. **There is also some vocabulary that should be pre-taught for each unit**, such as body parts for Unit 2, so you will want to be aware of those.
2. Most of the lessons have been created to fit into a **two to three hour block of class time**. Although it is suggested that you use each lesson in one class period, if your class does not meet in such blocks of time, you will need to break up the lesson and use it over a number of class periods.
3. Each unit was created with a certain ESL level in mind. However, **most of the units can be adapted for use in other levels**.
4. **The lessons of each unit are meant to build on each other, so it is suggested that you use them in sequence.** Using this as a supplement to your regular program, it is suggested that you teach one lesson a week over four weeks and assess your students during the fifth week.
5. The idea behind the **Word Bank** is not that the teacher gives all the vocabulary at the top of the lesson and defines it right there on the spot. Especially at the lower levels, teachers should pronounce the words at the start of the lesson and have students repeat. Then **throughout the lesson, the teacher should be sure to stop and define the words as they arise in the context of their lesson**. A definition can be written on the board so students can write it down to use for later study.
6. **In a few places I have noted that a teacher may want to teach a lesson in two parts, however, based on your class or teaching schedule, you may choose to do that with any number of lessons.** It is assumed that while a suggestion has been made as to how much time should be spent on each lesson, that teachers will adapt lessons to fit their individual teaching situation.
7. **Because students should be encouraged to actively participate in their own learning, they are given an opportunity to share their own knowledge on lesson topics as much as possible.** Even at the lower levels, the lessons include first asking students for input, (assessing prior knowledge as well as giving students a chance to use whatever language they have regarding the topic) then having the teacher give the necessary information.

8. No one can create the perfect teaching tool because teaching styles are as numerous as teachers. Everyone has different strengths and points of emphasis in their teaching. For this reason, **space has been left for notes on the lesson plan pages so teachers can add their own “style” to these lessons.** Add your own spice to make these lessons your own.
9. **The reading portions of lessons are always done in three parts.** Students should always have a chance to read the selection silently to themselves. Then they can listen to the teacher read as they follow along. Hopefully this will help with pronunciation and intonation. Then students are asked to read aloud.
10. There is a lot of oral evaluation in this resource. This is difficult to do with any class size. A suggestion is that you **divide your roster into parts and be sure to evaluate a portion of your class at the end of each of the lessons.** **The EL Civics Unit Tracking Sheet has been provided for this purpose.** It can be found in the **Assessment Section** of each unit. Use it to keep track of who has been evaluated at the end of each lesson. You may choose to adopt a “+ ✓ -” system to indicate how well each student performed on the evaluation.

Table of Contents

Unit 1: Beginning Literacy

Objective:

The students will demonstrate an understanding of commands given and questions asked regarding the United States Flag by responding accurately with gestures or words.

Lesson 1:

Students will be able to write and orally discuss where they are from, using vocabulary to describe the colors, shapes and symbols of their home country's flag.

Lesson 2:

Students will be able to accurately describe the United States Flag.

Lesson 3:

Students will demonstrate an understanding of certain verbs commonly used when talking about the United States Flag.

Lesson 4:

Students will be able to correctly answer questions regarding basic history of the United States Flag and what symbols on the flag represent.

Assessment

Unit 1 Tracking Sheet

Notes

Final Assessment

Unit 2: Beginning Low

Objective:

The students will be able to conduct basic transactions at various community agencies, including the school, doctor's office, library, and bank.

Lesson 1:

Students will be able to excuse their child's absence from school using the telephone.

Lesson 2:

Students will be able to make a doctor appointment over the phone.

Lesson 3:

Students will be able to define the basic sections of the library and ask for the location of various library materials.

Lesson 4:

Students will be able to define basic vocabulary related to being a responsible member of their local library, as well as be able to request a library card application.

Lesson 5:

Students will be able to define two types of bank accounts and the basic vocabulary associated with each of them, and use this new vocabulary to simulate opening a bank account of their own.

Assessment

Unit 2 Tracking Sheet
Assessor Instructions
Final Assessment Dialogues
Scoring Sheet

Unit 3: Beginning High

Objective:

Students will identify historically significant people, places and documents in the United States.

Lesson 1:

Students will be able to answer some basic questions regarding United States geography.

Lesson 2:

Students will be able to identify pictures of some important places and documents in the United States as well as give basic information about each one.

Lesson 3:

Students will be able to identify a picture of George Washington and explain some details about his importance in United States history.

Lesson 4:

Students will be able to identify a picture of Abraham Lincoln and briefly discuss his role in United States history.

Lesson 5:

Students will be able to identify a picture of Harriet Tubman and briefly explain her significance in United States history.

Lesson 6:

Students will be able to identify a picture of Martin Luther King, Jr. and briefly explain his significance in United States history.

Assessment

Unit 2 Tracking Sheet
Notes
Final Assessment
Scoring Sheet

Unit 4: Intermediate Low

Objective:

Students will prepare for and participate in a job interview.

Lesson 1:

Students will recognize and define basic vocabulary related to interviewing for a job.

Lesson 2:

Students will be able to articulate their own skills and job qualifications and be able to use them as a filter when looking for jobs in the classified ads.

Lesson 3:

Students will be able to distinguish between desirable and undesirable behaviors during an interview and give a brief explanation of why those behaviors are or are not desirable.

Lesson 4:

Students will be able to create a simple resume for themselves using the accepted format and vocabulary for such a document.

Assessment

Unit 4 Tracking Sheet

Notes

Final Assessment

Scoring Sheet

Unit 5: Intermediate High**Objective:**

Students will be able to identify and explain the various offices and services available through local government.

Lesson 1:

Students will be able to describe the overall structure of United States government and articulate a brief comparison between it and the governmental structure in their home country.

Lesson 2:

Students will be able to write a paragraph stating which department in their local government they would be most likely to use and why.

Lesson 3:

Students will be able to write a correctly formatted formal letter to a department of their choice in City Hall.

Lesson 4:

Students will be able to use the local phone book to access numbers for city government offices and call to find specific information determined by the teacher.

Assessment

Unit 5 Tracking Sheet

Notes

Final Assessment

Scoring Sheet

Student Portfolio Checklist