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Level: Intermediate High

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

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Assessment Section

Lesson 1

Overall structure of the U.S. Government

Level: Intermediate High

Lesson Objective

At the conclusion of the lesson the students will be able to describe the overall structure of US government and articulate a brief comparison between it and the government structure in their home country.

Materials needed

1. Class set of Word Bank Definitions Sheet (1a).
2. Overhead and class set of U.S. Government Structure Graphic Organizer (1b) and Teacher Key (1c).
3. A Quick Rundown on Basic Government Information (1d).
4. Manila folders, enough for each student to have one for their portfolio (*not provided*).
5. Class set of Portfolio Assignment 1, copied on colored paper (1e).
6. Teacher-selected article from local newspaper about a federal, state or local issue (*not provided*).
7. EL Civics Unit Tracking Sheet, in Unit Assessment Section.

Language Skills Focus

Listening, speaking, and writing.

Teaching Strategies Used

Whole group instruction, small group work, and pair work.

Warm-Up/ Review

1. Teacher writes, "What do you know?" on the board and asks, "What do you know about the government in the U.S.?" Students answer and teacher writes answers on the board.
2. When that's been exhausted, teacher writes, "What do you want to know?" on the board and asks, "What do you want to know about the U.S. government?" Students answer and teacher records answers on board. If possible, leave both lists on the board throughout the lesson.
3. *Variations:* Depending on class size, room size and teacher style, teacher can post butcher paper in different spots in the room that say, "What do you know?" and "What do you want to know?" and students can circulate and write on these pieces of paper. Or students can work in groups to come up with their own "know" and "want to know" lists and can present them to the class. Then teacher can post these on the walls for the lesson.

Introduction

1. Teacher explains that today they will begin a unit on local government. However, before they concentrate on that, they should have a picture of U.S. government as a whole and how every part of it interacts with the others. Today they will talk about the big picture of U.S. government, and will also talk briefly of what makes up local government.
2. Explain to the students that they will be creating a collection of work about local government called a "portfolio." Any time the teacher gives them a colored sheet of paper that says, "Portfolio Assignment" on it, that assignment will be included in the portfolio. Those assignments need to be done carefully and neatly because this will be in place of a "test" on this information.



Presentation

Word Bank

local	federal	legislative	branch
City Council	judicial	representative	
Assembly	supervisor	portfolio	

1. Write Word Bank vocabulary on a sideboard. Pass out Word Bank Definitions Sheet (1a). Go over vocabulary with class, having them repeat the words after you.
2. Pass out the U.S. Government Structure Graphic Organizer (1b).
3. Based on prior knowledge, students may be able to participate a lot in filling in the organizer, or the teacher may need to do most of the talking. The organizer has a Teacher Key (1c), but also included for the teacher's reference is A Quick Rundown on Basic Government Information (1d). ***City government will need to be researched by the individual teacher as it varies from city to city, but a sample of Thousand Oaks City Government is attached as an example.***
4. Teacher asks questions to elicit answers from the students that can be used in the organizer. An example might be, "This is the Judicial Branch of the Federal Government. What word can you see part of in the word 'judicial?' Who is the person in charge of a court? Right, a judge. The Judicial Branch is the country's court system. What's the name of the biggest court? Good, the Supreme Court. So, the US Supreme Court is the Federal Judicial Branch."
5. Notice the organizer has the title "We the People." This is to remind the students that government in the U.S. is made up of the people, by the people and for the people. Be sure to stress how this happens through the election process and that no one person or group has all the power. This creates a good balance so power is shared.
6. Once the organizer is filled, ask students if they have any questions. Clarify as necessary.



Practice

1. Have students get into groups according to home country. If you have a large amount of students from one country, break that group up further, either randomly or by region within the home country. If you have only one student from a particular country, have that student get together with students from a country in the same region of the world. For example, if you have one student from Honduras, but three from Guatemala, go ahead and put the Honduran in the Guatemalan group. **Remind students that they need to continue speaking English, even though they are in same country groups.**
2. In their groups, students need to look at each of the three areas of U.S. government (federal, state, and local) and compare them to the government in their home country. As a group, have students make a list of the differences they can see between the two countries. They should also make note of any striking similarities between the two countries' governments. *Note: having students work in groups is strategic in that some students may know nothing about the government structure in their home country, especially those students who have had very little education in their home country. However, other students may know a lot, so there can be a lot of sharing of information here.*
3. Tell students that they will be using this information about their home country for an assignment, so each student needs to be taking notes on what is discussed in their groups.
4. Groups choose a spokesperson and each group reports to the class. The teacher should ask questions and encourage other class members to do so.



Evaluation

1. Students need to work individually to write about the information that came out of their group work. Have them use their own paper to write at least a paragraph about the differences and/or similarities in their home country's government and that of the United States.
2. Once students have had a chance to write this (either as homework or class work, the teacher decides), the teacher should collect their writing and mark it for grammar and spelling.
3. Teacher returns student writing and students re-write it incorporating the teacher's corrections. They should do this on the Portfolio Assignment 1 (1e) sheet that has been copied on colored paper.
4. When students finish re-writing their assignment, teacher gives them a manila folder with their name on it. Students file their assignment in the folder. **Folders should be kept in a certain place in class. Be sure to tell students not to take their folders home, but to keep them in class to insure they don't get lost.**
5. Use the EL Civics Unit Tracking Sheet to record which students have completed the assignment.

Application

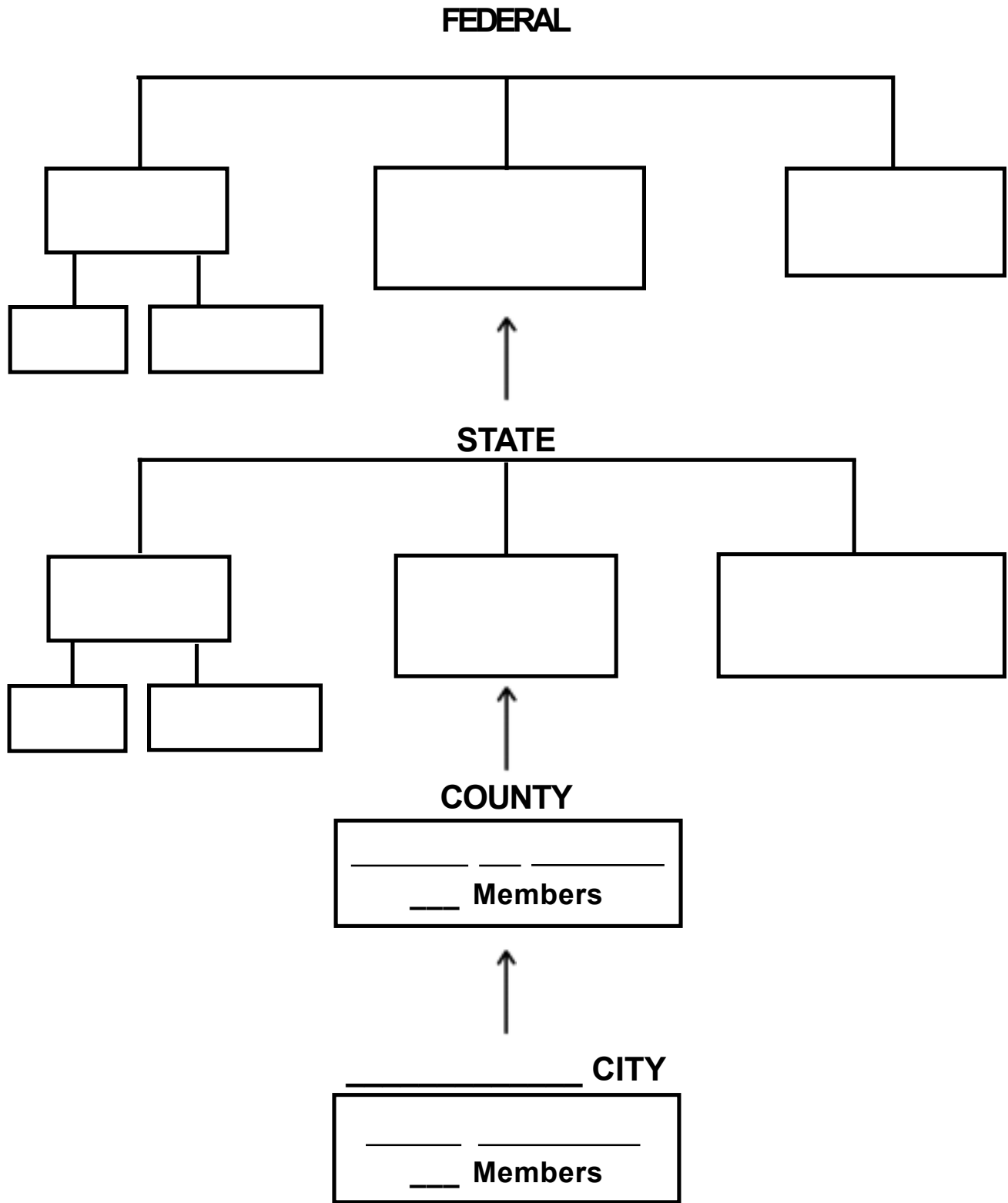
Students need to go through their local newspaper and find an article about a federal, state or local issue. They need to read the article and answer, "who, what, where, when, why." They should cut the article out and bring it to class for a warm-up activity at the start of the next EL Civics lesson. Teacher should have a sample article ready to give students an idea of what to look for. The class could even brainstorm what topics constitute a "governmental" issue.

Word Bank Definitions

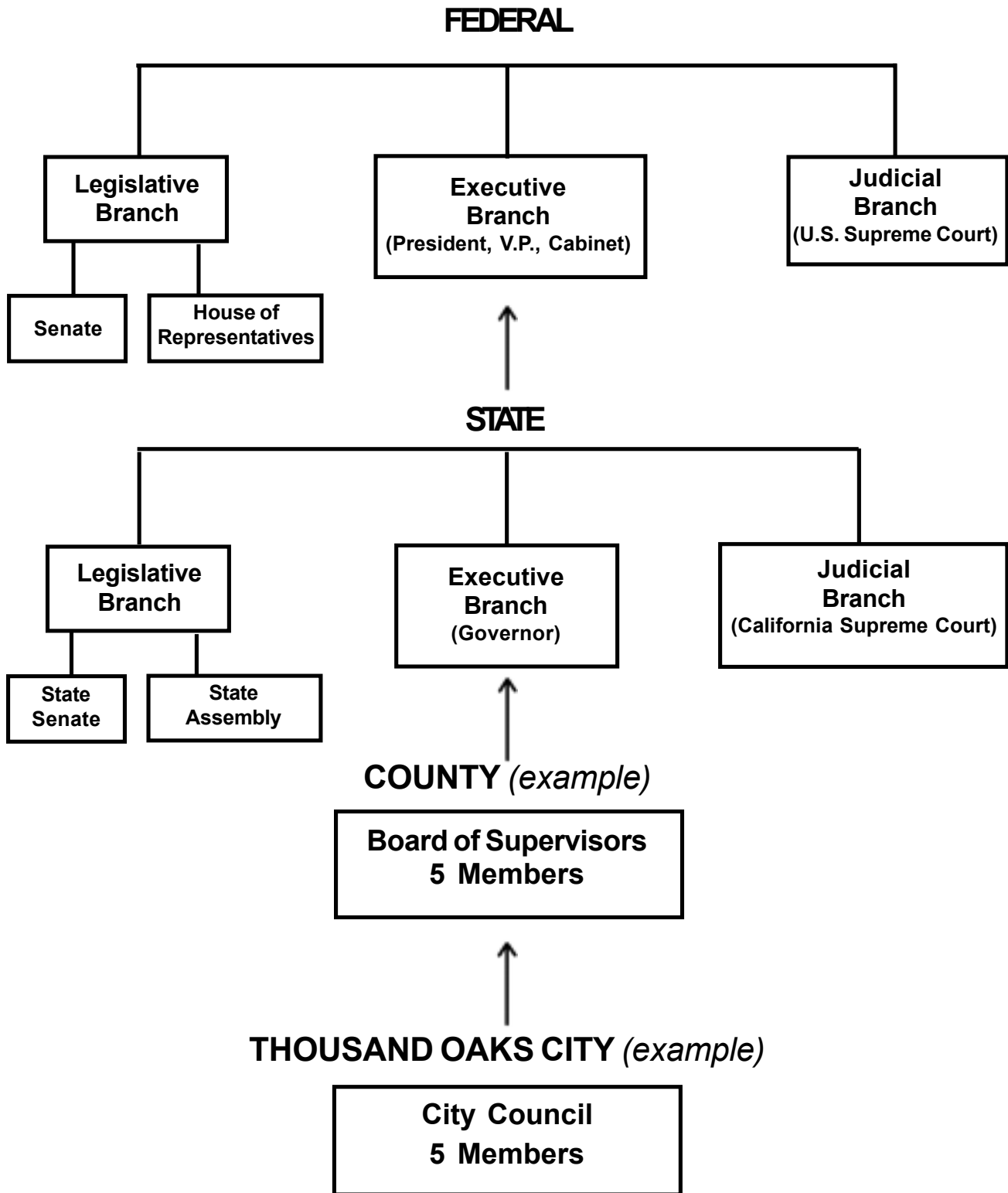
Overall Government Structure

1. Local
2. Federal
3. Legislative
4. Branch
5. City Council
6. Judicial
7. Representative
8. Assembly
9. Supervisor
10. Portfolio

We the people...
Overview of government in the United States



We the people...
Overview of government in the United States



A Quick Rundown on Basic Government Information

1. Three branches of government were created so that no one person or one group can have all the power. There's a system of "checks and balances" so that each branch has the ability to make sure the other branches are within the limits of their power.
2. Judicial Branch: The United States Supreme Court
 - Job is to interpret the Constitution in court cases.
 - 9 members (so there can never be a tie).
 - Appointed by the President and confirmed by the Senate.
 - Term is for life.
 - As of 2003, Chief Justice is Rehnquist.
 - California State Supreme Court is much like the US Supreme Court, except that the judges are appointed by the governor and confirmed by the state senate.
3. Legislative Branch: Congress, which consists of the Senate and the House of Representatives
 - Job is to create and pass laws.
 - Senators: term is 6 years, no term limits. Each state gets 2, no matter what the size of the state.
 - Members of the House of Representatives: term is 2 years – every two years entire Congress is elected. There are always only 435 members.
 - The number of representatives from each state vary, depending on population. As of 2003, California has 53 representatives in Congress
 - California State Legislative Branch has 80 Assembly Members and 40 State Senators.
4. Executive Branch: President, Vice-President, and the Cabinet (advisory board to the President).
 - Job is to carry out the laws of the United States.
 - Elected every four years, two-term limit.
 - As of 2000, the 43rd President was elected.
5. There are 56 counties in California.
6. Your local government information.
 - Number of City Council members:
 - Term:
 - Election of Mayor and term:

Portfolio Assignment 1

Write about the similarities and differences between the overall structure of the U.S. government and that of your home country.

Scoring: neatness, correct spelling and grammar, at least one paragraph of five sentences, at least two differences addressed.

Lesson 2

Local government departments

Level: Intermediate High

Lesson Objective

At the conclusion of the lesson the students will be able to write a paragraph stating which department in their local government they would be most likely to use and why.

Materials needed

1. Class set of Word Bank Definitions Sheet (2a).
2. Class set City Department Readings (2b), copied back to back. **Note: Depending on the size and type of local government of your city, these descriptions may or may not directly apply to you. You'll need to research your city information to see if you need to create your own descriptions. Many cities have pre-printed literature that you can obtain from City Hall. Some of it is written for elementary reading level, so you may be able to use it as is, or only make slight changes. Visit your city's website to educate yourself on the details of your city's government.*
3. Class set City Department Notes (2c).
4. Copies of "I Have a Problem" Cards (2d), cut out, enough for each student to get one card.
5. Class set Portfolio Assignment 2 (2e), copied on colored paper.
6. EL Civics Unit Tracking Sheet.

Language Skills Focus

Speaking, reading, and writing.

Teaching Strategies Used

Whole group instruction, small group work and individual work.

Warm-Up/ Review

1. Break students into groups of four.
2. Have students share the “who, what, where, when, why” of their article with their group. They do not need to read the article to the group. Encourage students to ask questions of each other.
3. Group selects one student to share their 5 Ws with the class. Encourage the class to ask questions and give opinions on the issues shared.

Introduction

Tell students that last lesson they saw the “big picture” of basic government structure in the U.S. Today they will focus on their local government, talking about some aspects of the government that may affect their lives most.

Presentation

Word Bank

govern license disaster appoint staggered
council elect clerk maintain division

1. Pass out Word Bank Definitions Sheet (2a). Go over today's Word Bank with students.
2. Break students into groups of four or five people. Give each group one of the City Department Readings (2b) and each person a City Department Notes Sheet (2c). **Note: Only readings on departments that may directly affect the lives of students have been provided. Feel free to create your own handouts based on the needs of your students. Go over the notes sheet with them so they are clear what information they should be listening for.*
3. Although all students will have information on each of the departments, assign each group a particular department to read about. Note that some of the readings are longer than others. If you have a group of higher ability students, you may want to give them one of the longer readings.

4. Students should follow the procedure below for reading about their group's city department:
 - a. All group members read through their information silently.
 - b. Each person takes a turn reading a few sentences at a time aloud so everyone in the group gets a chance to read.
5. As a group, students work together to fill in the section of their notes sheet that pertains to the department they read about.
6. Explain to the students that they will be listening to information about each of the departments on their information sheet.
7. Each group chooses a spokesperson and that person reports their group's information to the class. All students should take notes on this information.
8. Teacher should also take notes on the overhead to show students the type of information that should be written down.
9. Encourage students to read over all of the information about all the different departments on their own time, even though they weren't required to do so in this activity.



Practice

1. Post signs around the room to signify the different departments in the local government (these signs are not provided). For example, put a “public works” sign near the door and near your desk put a “city clerk” sign. You are creating different “departments” around your classroom.
2. Pass out the “I Have a Problem” Cards (2d), one to each student. There will be duplicates. That’s okay.
3. Students read their card and decide which department to go to. They then physically get up and go to stand under/ near that sign in the classroom. Teacher should circulate at this time to check for accuracy.
4. Collect the cards and redistribute them for students to have another chance to put their new knowledge to use.

Evaluation

Based on the information students received in class, they need to write a short paragraph explaining which city department they feel they would be most likely to use and why. This paragraph ultimately will be put in their portfolio, however, have them first write a draft on their own paper, do some peer editing, and then re-write it on the colored paper entitled Portfolio Assignment 2 (2e). Record which students have completed the assignment on the EL Civics Unit Tracking Sheet.

Application

Arrange a guest speaker from one of the departments discussed in this lesson to come to class to give a presentation and answer student questions. Perhaps you could ask a police officer or firefighter to come to class and speak about a certain issue that is pertinent to your community, such as gangs, drugs, bicycle safety, or emergency procedures. Before the speaker comes, have students brainstorm a list of questions they would like to ask. Have them write the questions down so they will be prepared to ask their questions when the speaker comes.

Word Bank Definitions
Local Government Departments

1. Govern
2. Elect
3. Appoint
4. Staggered
5. Council
6. Clerk
7. License
8. Maintain
9. Disaster
10. Division

City Departments Information Sheet

City Council/ City Manager's Office

The City Council/ City Manager form of government is a common form of government for small to mid-sized cities. In this form of government, the citizens of the city elect five City Council members, and those members appoint a City Manager who is responsible for making sure the policies of the City Council are carried out.

The City Council also chooses a mayor from among its members. This means that the people of the city don't directly elect a mayor. They indirectly elect one because they elect the council members and the council members select a mayor.

Council members are elected in November of even-numbered years. Five council members serve four-year terms. Those terms are "staggered," which means that there is never an entirely new City Council all at once. For example, maybe two council members were elected for their term in 2000, so their term is up in 2004. However, three other members were elected in 1998, which means their term is up in 2002. So when elections happen in 2002, there could possibly be three new council members joining the two "old" council members whose terms are not up until 2004.

The most important job of the City Council is to represent the citizens in making laws and policies for the city.

City Clerk Department

The City Clerk Department has many important jobs. People in this department are not elected, but need to apply for their jobs. This department handles local elections, which are held every two years. If a person was interested in volunteering to help with local elections, or had questions about local elections, s/he would contact the City Clerk Department.

Other important jobs that are done by this department are issuing marriage licenses, keeping track of city records, and maintaining the city's website.

Community Development Department Planning and Building Divisions

The Community Development Department helps the community plan and create its physical environment. This includes the protection of natural open space areas, the location, purpose, and design of new buildings, the safety of new construction and the redevelopment of selected areas within the city.

The Planning Division reviews all proposals for new construction, including shopping centers and new housing tracts. This division makes sure the new proposals fit within the long term general plan. The general plan is the vision of what we want our city to be like.

The Building Division checks almost everything that is built in the city to make sure it is safe. The average house is inspected more than twelve times during different parts of its construction. If you are putting an addition on your home, this is the department that gives you the permit to build your addition.

City Departments Information Sheet

Public Works

The Public Works Department seems to be one of the biggest departments in local government. It is responsible for providing information and service in a number of areas that touch the lives of the people in the city.

This department manages all public streets and lands. That means that if there is a tree on public property that is blocking a stop sign or that needs any kind of attention, Public Works should be called. If a street needs repair, Public Work is responsible for that. They also manage the city's bus system. All the traffic signals throughout the city are taken care of by Public Works. Emergency preparedness for the city and for individual families is a job this department does. If anyone wants to know procedures to follow after an earthquake, fire, or other disaster, s/he should contact Public Works.

Another thing Public Works is responsible for is animal care and control. This includes things such as pet adoptions and licensing pets and getting them vaccinated. Public Works even enforces different city codes regarding pets, including dog barking issues.

These are just a few areas that fall under the department of Public Works.

Police and Fire Departments

In larger cities, these departments are part of the local government. In smaller ones, they are usually county services that the city uses on contract. These departments not only respond to emergencies, but are also available to give educational workshops to the community on topics such as bicycle and fire safety, as well as a number of other subjects. Both departments believe in working with residents to keep the community a safe place to live.

Library Department

Note: This is a sample used in Thousand Oaks, California. You will want to write your own description based on your city's libraries.

The Thousand Oaks Library and the Newbury Park Branch are committed to serving our community by providing many high-interest materials, including books, music CDs, videos and DVDs, and magazines, as well as puppets and other items for children. A well-trained, friendly staff is always there to help people use the library's many resources.

Residents of the Thousand Oaks area can get a library card for free with proof of their residence in Thousand Oaks. The card allows access to all library materials. Most materials are free, but some, such as current videos and DVDs, cost a small fee.

The library also has programs that help residents learn more about cultural resources in the community. The Friends of the Thousand Oaks Library is one such program. This group not only organizes special events for children, but also coordinates trips to local sites of cultural interest, such as museums.

City Department Notes

City Council/ City Manager

Main jobs and responsibilities:

I might use this department for

City Clerk Department

Main jobs and responsibilities:

I might use this department for

Community Development Department Planning and Building Divisions

Main jobs and responsibilities:

I might use this department for

Public Works Department

Main jobs and responsibilities:

I might use this department for

Library Department

Main jobs and responsibilities:

I might use this department for

Police and Fire Departments

Main jobs and responsibilities:

I might use this department for

I Have a Problem Cards

<p>I need to get a marriage license.</p>	<p>I'm going on a trip to Yosemite National Park, but I don't know much about it. I don't want to buy a book.</p>
<p>I want to add another room on to my house. I need to get a building permit.</p>	<p>I want to arrange a fire safety workshop for my neighborhood.</p>
<p>My cat just died and I want to get another pet. I don't want to spend a lot of money on one.</p>	<p>The potholes in my street are getting really bad. They need to be filled.</p>
<p>We are tired of how much our community is growing. Can I write a letter to someone to protest all the recent building in our area?</p>	<p>I'm tired of how much money I have to pay for videos at Blockbuster! Is there another place with a good selection?</p>
<p>Local elections are coming up and I don't know anything about the candidates.</p>	<p>My neighbor's dog just got hit by a car. We know we can't bury it in the backyard. What do we do?</p>
<p>The kids in my neighborhood just don't know how to ride their bikes safely. I always feel like I'm going to hit one of them.</p>	<p>I want to organize an emergency preparedness (how to prepare for and what to do in a natural disaster, such as an earthquake or fire) meeting for my apartment complex. (two possible places to go for help)</p>
<p>I'm interested in buying some business property, but the building is so old. How can I find out if it needs safety repair?</p>	<p>I had a very bad experience on the bus the other day. The bus driver was rude and I want to complain.</p>

Lesson 3

Writing to City Hall

Level: Intermediate High

Lesson Objective

At the conclusion of the lesson the students will be able to write a correctly formatted formal letter (business letter) to a department in City Hall, either requesting information or expressing their own opinion about something regarding their city.

Materials needed

1. Overhead and class set of City Departments Quiz (3a) and Teacher Key (3b).
2. Class set of Word Bank Definitions (3c).
3. Overhead and class set of Formal and Informal Letter Comparison (3d).
4. Overhead of Parts of a Formal Letter Sample (3e).
5. Overhead and class set of Parts of a Formal Letter Practice Student Worksheet (3f).
6. Overhead of Parts of a Formal Letter Practice (3g).
7. Overhead of Formal Letter Evaluation (3h).
8. Class set of Portfolio Assignment 3 (3i), copied on colored paper.
9. EL Civics Unit Tracking Sheet.

Language Skills Focus

Speaking and writing.

Teaching Strategies Used

Whole group instruction and pair work.

Warm-Up/ Review

Allow students to complete the City Departments Quiz (3a) on their own. Students can use their notes from the last lesson if they need to. Go over the quiz as a class.

Introduction

Tell students that today they will be writing a letter to one of the departments in City Hall that they studied about in the last lesson. They will not send this letter (unless they want to) but their final copy will be included in their portfolio. Because they will be writing to a government office, they need to write something called a formal or business letter. Today they will learn to write one of those.

Presentation

Word Bank

formal	informal	comparison	format
salutation	"sick to his stomach"	sincerely	
complementary	contradiction	letterhead	

1. Pass out Word Bank Definitions Sheet (3c). Go over vocabulary with class.
2. Pass out Formal and Informal Letter Comparison (3d). Have the overhead of the handout up so they can see it also.
3. Students work in pairs to make a list of differences between the two formats of the letters.
4. Teacher then calls class together and asks for the differences, pointing them out on the overhead as they are given.
5. If students aren't finding the differences, teacher asks leading questions to get them to the right answers, such as, "Are there any contractions used in the first letter? What about the second one? So the first letter has no contractions but the second one does," etc. At the end of this, teacher asks, "Which one is the formal letter and which one is the informal one?"
6. Teacher reinforces differences between the two letters and reiterates that today they'll be writing a formal letter, like the first of the two letters in the sample because they will be writing to a government office. Ask them in what other instances they might use a formal letter format instead of an informal one.

Practice

1. Put Parts of a Formal Letter Sample (3e) on the overhead and read through it with students. Reinforce once again the format and lack of informal language, such as contractions.
2. Pass out Parts of a Formal Letter Practice Student Worksheet (3f). Put Formal Letter Practice (3g) on the overhead. Students need to fill in the correct information from the overhead in the proper spaces on their Student Worksheet paper.
3. Teacher goes over the practice sheet with students after they have had a chance to complete the exercise on their own. Students correct their own work. Note to students that often a company has their own letterhead, so the return address may not be in the upper right hand corner, but may be in the design of the letterhead.

Evaluation

1. Put the Formal Letter Evaluation (3h) on the overhead.
2. Students read this letter, written as an informal letter, and change the format of the letter into a formal letter on their own paper.
3. Have students exchange papers and correct each other's work as the teacher goes over how to make the letter a formal letter. Tell students not to erase anything, but to write the correct answers on the paper they are correcting.
4. Allow students to see their mistakes before collecting the evaluation to look at students' comprehension level.
5. Record which students completed the assignment on the EL Civics Unit Tracking Sheet.

Application

1. Brainstorm with the class some of the reasons they might write a letter to a department or person in City Hall. Write these reasons, along with which department they would address their letter to, on the board.
2. Individually, students choose one of the brainstormed reasons (or they can come up with a reason of their own) to write a formal letter to a department in City Hall.
3. Students draft a formal letter of at least three to five sentences. They should write this on their own paper. This can be done in class or as a homework assignment, as the teacher decides.
4. Once students have a draft, they need to peer edit each other's work. Teacher writes the following checklist on the board and students use it to check each other's work.
 - a. No contractions
 - b. Correct formal letter format (check your notes)
 - c. Grammar and spelling
5. Once students have edited each other's work, they need to re-write their drafts on the colored paper Portfolio Assignment 3 (3i). Remind students that this should be an example of their best work, neatly done with as few errors as possible.

City Departments Quiz

Which city department would you call if you were faced with the following questions or problems? Write the letter of the correct department next to the corresponding question or problem.

- A. Library B. Police C. Public Works
D. Fire Department E. City Clerk F. Community Development

Example: My son needs to find out information about California missions. A

1. I'm going to get married and I need to get a marriage license. _____
2. I don't have a car and I would like to take the bus. I want to find out if there are any special passes I can get as a frequent rider. _____
3. I'm going on a trip to Boston but I don't know much about the area. I don't want to buy a guidebook. _____
4. I know the old shopping mall downtown is not safe. I don't want to shop in there without knowing if it has been inspected recently. Who can I call to check on this? _____
5. I want to arrange a fire safety workshop for my apartment complex. _____
6. My neighbor's dog barks all night and I can't sleep. _____
7. After the windstorm last night, a large branch from the tree in the middle of the street is hanging precariously from the tree. I'm afraid it will fall any minute. _____
8. People always speed when they drive down my street. I think we need a stop sign at the end of the street. _____
9. My friend told me about this great composer, but I'm not sure if I will like his style. I'd like to listen to him a bit before I buy myself a CD. _____
10. I want to volunteer to help with next year's local elections. _____
11. I just cleaned out my garage and I have a lot of paint and other hazardous waste products to get rid of. _____
12. If my elderly mother falls and I cannot go to her and help her, whom should I call? _____
13. I want to organize an emergency preparedness (how to prepare for and what to do in a natural disaster, such as an earthquake or fire) meeting for my apartment complex. _____ (two possible answers here)
14. I'm adding on to my house. Who do I call to get a building permit? _____
15. My dog's license has expired and I need to renew it. _____

City Departments Quiz

Teacher Key

Which city department would you call if you were faced with the following questions or problems? Write the letter of the correct department next to the corresponding question or problem.

- A. Library B. Police C. Public Works
D. Fire Department E. City Clerk F. Community Development

Example: My son needs to find out information about California missions. **A**

1. I'm going to get married and I need to get a marriage license. **E**
2. I don't have a car and I would like to take the bus. I want to find out if there are any special passes I can get as a frequent rider. **C**
3. I'm going on a trip to Boston but I don't know much about the area. I don't want to buy a guidebook. **A**
4. I know the old shopping mall downtown is not safe. I don't want to shop in there without knowing if it has been inspected recently. Who can I call to check on this? **F**
5. I want to arrange a fire safety workshop for my apartment complex. **D**
6. My neighbor's dog barks all night and I can't sleep. **C**
7. After the windstorm last night, a large branch from the tree in the middle of the street is hanging precariously from the tree. I'm afraid it will fall any minute. **C**
8. People always speed when they drive down my street. I think we need a stop sign at the end of the street. **C**
9. My friend told me about this great composer, but I'm not sure if I will like his style. I'd like to listen to him a bit before I buy myself a CD. **A**
10. I want to volunteer to help with next year's local elections. **E**
11. I just cleaned out my garage and I have a lot of paint and other hazardous waste products to get rid of **C**
12. If my elderly mother falls and I cannot go to her and help her, whom should I call? **D**
13. I want to organize an emergency preparedness (how to prepare for and what to do in a natural disaster, such as an earthquake or fire) meeting for my apartment complex. **C or D** (two possible answers here)
14. I'm adding on to my house. Who do I call to get a building permit? **F**
15. My dog's license has expired and I need to renew it. **C**

Word Bank Definitions

Writing a Formal Letter

1. Formal
2. Informal
3. Comparison
4. Sincerely
5. Complementary
6. Salutation
7. "Sick to his stomach"
8. Format
9. Contraction
10. Letterhead

Formal and Informal Letter Comparison

211 Spring Street
Las Vegas, Nevada 80818

July 16, 2003

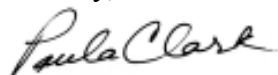
American Dolls, Inc.
Customer Service
9466 Hawthorne Parkway
Torrance, California 91628

To Whom It May Concern:

One month ago I ordered a "Tina" doll. I have not received it yet. Please check my order and let me know if something is wrong. My order number is AD2646.

Also, please let me know when my doll will arrive.

Sincerely,



Paula Clark

July 16, 2003

Dear Julia,

I can't believe it! One month ago I ordered one of those new "Tina" dolls from American Dolls and I still haven't gotten it. I'm so frustrated. I wanted to send it to you for your birthday, but now it will be late. I'm sorry.

I hope all is well with you. Do you have any special plans for your birthday? I hope you have a wonderful day and everyone treats you like a queen. Maybe I'll be able to visit you sometime soon. We'll see if my boss will give me some time off.

Need to go. Have a terrific day.

Love,



Parts of a Formal Letter Sample

266 Morningside Drive
Riverside, California 94641

June 16, 2003

Ms. Yolanda Chan
Director of Customer Service
Disneyland
1300 South Harbor Blvd
Anaheim, California 92803

Dear Ms. Chan:

My family recently visited Disneyland to celebrate our son's fourth birthday. Unfortunately, he became sick to his stomach about an hour after we arrived and we had to leave. We visited the park nurse, then we left.

Would it be possible to get a refund for our tickets or passes to use on a future date? Visiting Disneyland is expensive and we feel very sad about having to leave so soon. I have enclosed our ticket stubs so you can see when we were there. Thank you for any help you can give us.

Sincerely,

A handwritten signature in black ink that reads "David Anderson". The signature is written in a cursive style with a large initial "D".

David Anderson

Student Worksheet

_____ :

_____ ,

Put these “parts of a formal letter” in the right place on your paper.

1. Dear Mr. Anderson

2. 1300 South Harbor Blvd
Anaheim California 92803

3. David Anderson
266 Morningside Drive
Riverside, California 64641

4. June 1, 2003

5. Disneyland is “the Happiest Place on Earth” and it is just not possible for a four year old to be happy if he is sick.

Because you left the park after only one hour and notified our park nurse that your son was ill, we would be happy to refund your payment for four tickets in the amount of \$160.00. In addition, we will give your family four free passes for use any time in the future.

Please say “Happy Birthday” to your son from Mickey Mouse!

6. Yolanda Chan
Director of Customer Service
Disneyland

7. Sincerely

Formal Letter Evaluation

July 21, 2003

Dear Joe Smith,

Thanks for the complementary tickets to Mann Theatres. I appreciate your attention to my complaint about the sound at the last movie I went to see. Usually your theatres are terrific and there are no problems, so I was surprised by the sound problems when I saw *Terminator 3*. I think I'll use these tickets to see it again.

Again, thanks for your help. I'm going to tell all my friends about your great customer service.

Sincerely,

Jake Martin

Note: Jake Martin's address is 4569 San Jose Street, Thousand Oaks, CA 91360. Joe Smith's address is Joe Smith, Manager, Janss Marketplace Mann Theatre, 215 North Moorpark Road, Thousand Oaks, CA 91360.

Lesson 4

The phone book and local government

Level: Intermediate High

Lesson Objective

At the conclusion of the lesson, 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.

Materials needed

1. Class set of phone books (most phone companies will give you free phone books if you have an account with them. Call the phone company with which your district has an account and be prepared to give them the actual name on the account) **OR** enough phone books for class to work in pairs, threes, or fours if necessary.
2. Class set and overhead of Warm-Up Exercise (4a).
3. Class set Word Bank Definitions Sheet (4b).
4. Class set and overhead of Your Local Phone Book Quiz (4c), and teacher's notes (4d).
5. Class set of Calling City Hall Listening Exercise (4e) and Teacher Key (4f).
6. EL Civics Resource CD, City Hall Recorded Message, Track 17.
7. Class set of Calling City Hall Portfolio Assignment (4g) copied on colored paper. **Note: This activity is set up so students are supposed to call a recorded message. You may want to be sure they'll be calling a recorded message at your city hall. If not, you'll need to adjust the assignment.*
8. EL Civics Unit Tracking Sheet.

Language Skills Focus

Listening, speaking, and reading.

Teaching Strategies Used

Whole group and small group instruction.

Warm-Up/ Review

Pass out the Warm-Up Exercise (4a). Students need to make corrections to this letter to make it a proper formal letter. Have them work on this individually. Go over the exercise as a class when students finish working on their own.

Introduction

1. Explain to students that now that they know a little about the departments of their city's government, they will learn today how to find phone numbers for those departments by learning to use the phone book.
2. But first they need to take a little quiz. Pass out Your Local Phone Book Quiz (4c) and have students individually answer "true" or "false" to each of the questions.
3. Once everyone has had a chance to complete the "test," have them keep their test paper out in front of them. Let them know they will be learning the answers throughout the class.

Presentation

Word Bank

recording	opportunity	employment	stadium
page	alphabetically	Poison Control	
Human Resources	agency	analyst	

1. Write the Word Bank on a sideboard or a piece of butcher paper. Pass out Word Bank Definition Sheet (4b). Go over vocabulary with the class.
2. Pass out phone books to each student or group of students. Ask them to keep them closed until everyone has one so you can talk about them as a class.
3. Use the Phone Book Quiz as the guide for introducing the phone book. Begin with number one, discussing the two sections of the phone book, how they are organized and why you might use one over the other. See teacher's notes on the quiz (4d) for general information to highlight for each question and for student participation suggestions.
4. The last question deals with government offices. This is your segue into their application section.

Practice

In this lesson, practice for students occurs throughout the presentation. See teacher's notes on the quiz for this element. Before giving students the portfolio assignment, have them complete the Calling City Hall Listening Exercise (4e) in class. Be sure to go over this as a class so students can get the correct answers.

Evaluation

In this lesson, evaluation for students occurs throughout the presentation. See teacher's notes on the quiz for this element. Note which students respond to questions on the EL Civics Unit Tracking Sheet.

Application

Students complete the Calling City Hall Portfolio Assignment (4g), which requires them to use their phone book and call their city hall in order to get specific information.



City Departments Quiz

Instructions: This should be in formal letter format. Make corrections so the letter is in the proper format.

660 Wilshire Place
Newbury Park, CA 91320

April 9, 2003

Los Angeles Times
Subscription Services
93 South Chestnut St. Ventura, CA 93001

To whom it may concern,

Please start daily newspaper service to my home. Bill me at the above address. This includes delivery of the Sunday edition. Thanks very much.

Love,

Bonnie M.

Word Bank Definitions Using the Phone Book

1. Recording
2. Opportunity
3. Employment
4. Page (*a person, not what's in a book*)
5. Alphabetically
6. Poison Control
7. Agency
8. Human Resources
9. Stadium
10. Analyst

Your Local Phone Book Quiz

Circle true or false at the end of each statement.

1. There are two main sections in the phone book, the white pages and the yellow pages.

True False

2. There are maps of my area in the front of my local phone book.

True False

3. I can find out about local community information or services by reading my phone book.

True False

4. Emergency numbers are in the front of phone books.

True False

5. I can see floor plans of the insides of theatres and stadiums in my area in my local phone book.

True False

6. All the phone numbers for city, county, state and federal government can be found in one place in the phone book.

True False

Your Local Phone Book Quiz

Teacher notes

Answers to all statements are true.

- 1. There are two main sections in the phone book, the white pages and the yellow pages. True**
Take this time to have students turn to each section, explaining how they are arranged and why you may choose to use one section over the other.

A. White pages = arranged alphabetically by last name or business name; need to know the name if you want to find the information; gives address and phone number; for families, usually under male's name, although that may not always be the case. Demonstrate for students how to look up a number using the white pages.

Practice: ask students to find the number of a certain person that you have pre-determined. Have students write the number down on a piece of paper. When it looks like everyone is finished, ask for a volunteer to tell you the number. If some students have had difficulty finding the number, ask for a volunteer to explain how they went about finding the number.

Evaluation: ask students the names of some businesses they use (restaurants, banks, grocery stores, etc.) and write two names on the board. Have students find the phone numbers for those places using the phone book and write them on a piece of paper. You find them as well. Walk around the room to see if students are getting the correct information. Try to check at least a quarter of the class at this time.

B. Yellow pages = arranged topically first, then alphabetically; don't need to know name to find something; businesses, no residences; a place for businesses to advertise as well as list their information. Demonstrate for students how to find a restaurant, for example, in the yellow pages.

Practice: ask students to find the number for a certain business that you have pre-determined. Have students write the number down on a piece of paper. When it looks like everyone is finished, ask for a volunteer to tell you the number. If some students have had difficulty finding the number, ask for a volunteer to explain how they went about finding the number.

Evaluation: ask students the names of some airlines they use or know of and write two names on the board. Have students find the phone numbers for those places using the phone book and write them on a piece of paper. You find them as well. Walk around the room to see if students are getting the correct information. Try to check another quarter of the class at this time.
- 2. There are maps of my area in the front of my local phone book. True**
Have students open to each of the different maps in the front of the phone book. Ask students to look at the maps and decide what kind of maps they are. Why might these types of maps be in a phone book?

Practice: ask students to find their particular information on one of the maps that you pre-select.

Evaluation: ask students to find some information from one of the maps that you pre-determine (a location, a zip code, a main highway, whatever you choose) and point to it on the map. Walk around and check to see if students have found the information. Check a different quarter of the class this time.

Parts of a Formal Letter Sample

3. I can find out about local community information by reading my phone book. True

Ask students what kind of community information they might expect to find in a phone book. List them on the board and add some that you know of that may be relevant to your students (i.e. utility companies, various helplines or hotlines, etc.). Show students where to find this information quickly in their phone books.

Practice: Have students turn to the community services pages toward the front of their phone book and find the information for at least two of the places/ services they listed on the board above. Have them write the numbers of these agencies on a piece of paper.

Evaluation: Circulate to see if students are finding the correct information. Check a different quarter of the class this time.

4. Emergency numbers are in the front of phone books. True

Ask students what emergency numbers would be at the beginning of a phone book. Write their answers on the board. Show students where to find this information. Ask for volunteers to read you certain emergency numbers, maybe ones they hadn't thought of like Poison Control.

5. I can see floor plans of the insides of theatres and stadiums in my area in my local phone book. True

Ask students, "Have you ever wanted to go see a football game or a basketball game, or even a concert, and had to buy tickets without knowing where the seats were? Did you know you could find out where your seats are by looking in your phone book?" Show students where to find this information. Ask them to tell you which theatres and/ or stadiums are shown in their phone book and list them on the board.

6. All the phone numbers for city, county, state and federal government can be found in one place in the phone book. True

Show students the government pages in the front of their phone book (usually marked by a blue stripe on the outer edge of the page). Show students how the pages are arranged, that they are broken first into overall government levels (city, county, state, federal), then they are arranged alphabetically. City and county pages are alphabetical by city or county, then by agency. State and federal pages are just alphabetical by agency.

Practice: Have students turn to the city government pages and find the information for at least two agencies you pre-select for them to find. Have them write the numbers of these agencies on a piece of paper.

Evaluation: Circulate to randomly check student understanding.

Calling City Hall Exercise

Use the phone book to find the number to call for information on what jobs are now available through the city.

1. What is the phone number for the Human Resources Employment Opportunities?

2. Name at least one job that is advertised on the recorded message. (There are three, choose one). What is the salary (or salary range) for that job?

3. What are the two ways that I could get an application for this job?
 - 1.

 - 2.

4. Can I fax my application to the office?

5. If I have more questions about this job opening, what do I have to do to talk to a real person instead of listening to a recorded message?

Calling City Hall Exercise

Teacher Key

Use the phone book to find the number to call for information on what jobs are now available through the city.

Be sure to go over all the questions below with students before playing the recorded message so they know what information they will be listening for. You will need to play the message at least three times for students to get all the information.

1. What is the phone number for the Human Resources Employment Opportunities?
Students find this information.

2. Name at least one job that is advertised on the recorded message. (There are three, choose one). What is the salary (or salary range) for that job?

1. Senior Human Resources Analyst \$4,264-\$5,330 per month

2. Library Page \$7-\$9 per hour

3. School Crossing Guard \$8-\$10 per hour

3. What are the two ways that I could get an application for this job?

1. Call during regular business hours and press "03" to speak to someone.

2. Download one from the Internet.

4. Can I fax my application to the office?

No.

5. Where is the Human Resources Office located?

Civic Arts Plaza

2100 Thousand Oaks Blvd.

Thousand Oaks

Portfolio Assignment 4

Calling City Hall

Use the phone book to find the number to call for information on obtaining a marriage license.

1. What is the name of the department in City Hall that issues marriages licenses?
2. What is the phone number to call to hear information on obtaining a marriage license?
3. Which days of the week are marriage licenses issued? During which hours?
4. How many minutes does it take to process a marriage license application?
5. What is the fee to apply for a marriage license? Can I pay with a check?
6. How can I get an application for a marriage license?
7. What official papers do I need to bring with me when I apply? Can I go by myself or does my fiancé have to come with me?
8. If I have a question that is not answered by the recorded message, what number can I call to speak to a real person? On which days and during which hours do I need to call?

Assessment Section

Unit Tracking Sheet

Unit 5

Use this sheet to keep track of individual student progress throughout the unit. For oral assessments, use a simple plus, check, minus system to record student performance.

Stude nt Na me	Le sso n 1	Le sso n 2	Le sso n 3	Le sso n 4	Pa ss/ Fa il

Assessment Section

Notes to Assessor

Unit 5

Assessment Description : Students will compile a portfolio of teacher-distributed information as well as their own writings about that information throughout the unit.

1. Someone other than the classroom teacher should grade the portfolios.
2. Be sure to provide the grader with a completed sample of what the portfolio should look like. This helps the grader understand what you have taught and what you expect from the students.
3. Students can keep other papers from the unit in their portfolio, but they will only be graded on the four portfolio assignments. If they choose to keep more papers in their portfolio, they should be clipped together and put in the back of the portfolio. The grader will not look at them.
4. Keep portfolios in the classroom to avoid them getting lost.
5. A week or so before you plan to collect the portfolios, have students go over their folders with the Student Checklist provided. This way they can organize their own work, look it over once more, and complete any work they may have missed due to absence. Allow them to ask for clarification at this time.
6. A passing score is 35/50..

Assessment Section

Scoring Sheet

Unit 5

Total points possible is 50. Each assignment is worth 10 points, plus an overall 10 points for presentation of the portfolio.

Assignment 1: Write about the similarities and differences between U.S. government structure and that of their home country.

- | | |
|---|----|
| 1. One paragraph of at least five sentences.
One point deducted for every sentence missing.
No points awarded for anything less than three sentences. | /3 |
| 2. At least two differences addressed. | /2 |
| 3. Spelling and grammar:
Three mistakes or fewer = 3 points.
Six mistakes or fewer = 2 points.
Nine mistakes or fewer = 1 point. | /3 |

Note: Mark gross grammar errors only, such as wrong tense, run-on sentences, and missing capital letters.

- | | |
|----------------------|----|
| 4. Neatly presented. | /2 |
|----------------------|----|

Subtotal	/10
-----------------	------------

Assignment 2: Write a paragraph explaining which local government department they would most likely use and why.

- | | |
|---|----|
| 1. One paragraph of at least five sentences.
One point deducted for every sentence missing.
No points awarded for anything less than three sentences. | /3 |
| 2. At least two reasons given. | /2 |
| 3. Spelling and grammar:
Three mistakes or fewer = 3 points.
Six mistakes or fewer = 2 points.
Nine mistakes or fewer = 1 point. | /3 |

Note: Mark gross grammar errors only, such as wrong tense, run-on sentences, and missing capital letters.

- | | |
|----------------------|----|
| 4. Neatly presented. | /2 |
|----------------------|----|

Subtotal	/10
-----------------	------------

Assessment Section

Scoring Sheet

Unit 5

Assignment 3: Write a formal letter to a department of their choice in City Hall.

- | | |
|---|----|
| 1. One paragraph of at least three sentences.
One point deducted for each sentence missing. | /3 |
| 2. Formal letter presentation.
No contractions and informal language – 1 point.
Correct format – 1 point. | /2 |
| 3. Spelling and grammar:
Three mistakes or fewer = 3 points.
Six mistakes or fewer = 2 points.
Nine mistakes or fewer = 1 point. | /3 |

Note: Mark gross grammar errors only, such as wrong tense, run-on sentences, and missing capital letters.

- | | |
|----------------------|----|
| 4. Neatly presented. | /2 |
|----------------------|----|

Subtotal	/10
-----------------	------------

Assignment 4: Call City Hall to find out information on obtaining a marriage license.

- | | |
|--|----|
| 1. Completeness:
An attempt has been made to answer all questions. | /3 |
| 2. Accuracy:
Most answers are correct, it's obvious the student attempted the assignment. | /5 |
| 3. Neatly presented. | /2 |

Subtotal	/10
-----------------	------------

Overall presentation of portfolio:	/10
Papers in order.	
Not a lot of stray papers cluttering the folder.	

Portfolio Total:	/50
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**El Civics Portfolio
Local Government**

You should have the following items in your portfolio in the order they are listed here. Make sure all of your work is the best you can do, neat and as free from errors as you can make it.

- _____ Assignment 1: Write a paragraph comparing U.S. government structure to home country government structure.
 - _____ Assignment 2: Write a paragraph explaining which local government department you would most likely use and why.
 - _____ Assignment 3: Write a formal letter to a department in City Hall.
 - _____ Assignment 4: Call City Hall .
-

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- _____ Assignment 4: Call City Hall .