Civics Curriculum

American History and Government

The purpose of the following Lesson Plans is to provide English language instruction that will emphasize instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.
LEVEL 1

Going to the Doctor

Length of Activity: 1 hour

What will students do?
The students will learn to say the items in a first aid box and write the new vocabulary in their journals.

What will teachers do?
The teachers will provide several first aid kits to be examined and will write new vocabulary on the board.

Activities used to implement this learning plan.
• The teacher will introduce a first aid box and ask the students if they can identify the items in the box. There will be a class discussion about how and when to use the first aid items. This can lead to a discussion of a visit to the doctor, and phrases will be identified and practiced for use during a visit to the doctor.
• The teacher will ask for volunteers to role-play a visit to the doctor, after which the students will write their new vocabulary in their journals (using Oxford Picture Dictionary, Oxford University Press, for word identification).

What evidence will you look for to know that learners are developing this learning skill?
• Teacher observation.
• Teacher will listen to students pronounce new vocabulary and will check the vocabulary written in their journals.

How will you collect this evidence?
• Teacher observation.
• Student journals.

Instructor Comments and Reflections
The students thought the role-playing was helpful.
LEVEL 2

Signs in Our Daily Lives

Length of Activity: 2-4 hours

What will students do?
Students will identify eight common road signs and learn the meaning of the signs.

What will teachers do?
• Guide students in learning.
• Teach the meaning of the road signs.
• Supply students with pictures of eight common road signs.

Activities used to implement this learning plan.
The instructor can get copies of road signs from the driver’s testing station, AAA, or take pictures of the signs with a camera. Before the instructor begins the lesson, have students look for road signs that they don’t know or understand.

Eight road signs will be discussed in the lesson:
1. Stop
2. Yield
3. Do Not Enter
4. One Way
5. No Left Turn
6. U Turn
7. Pedestrian Crossing
8. Curve with m.p.h.

• Display pictures of each road sign.
• Number each one so all students will know which sign you are or will be discussing.
• Have students look at the display of pictures. Students are to write the number of one sign that he/she does not know and the number of one sign that he/she does know.
• Ask students what sign he/she knows. Encourage students to share the one he/she does not know.
• Teach the meaning of the signs. Discuss new vocabulary (“enter, pedestrian, way,” etc.)
• Tell students that “m.p.h.” is how fast they are driving. Emphasize that a m.p.h. on a curve sign means they should not drive faster than the speed on the sign.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

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• Divide class into groups. Give the groups pictures of the road signs.
• Have students determine the meaning of the signs.
• Have the groups orally share their signs with the class and review their meaning.
• Have each student number his/her paper 1-8. Hold up a road sign, one at a time.
• Students are to write the sign on his/her paper and possibly write a brief definition.
• Discuss the signs that students have seen that they do not understand.

What evidence will you look for to know that learners are developing this learning skill?
• Interest of the learners about the lesson.
• Oral discussion.
• Class and group participation.

How will you collect this evidence?
The sheet the students complete identifying each road sign.

Instructor Comments and Reflections
The students know some of the signs. They enjoyed learning about the signs they did not know.
LEVEL 2
Communities

Length of Activity: 4 hours

What will students do?
• Learn points of interest in the community.
• Identify these locations on a map of the area.
• Learn new vocabulary.
• Use personal pronouns in the possessive form.

What will teachers do?
• Supply each student with a map of the area.
• Introduce new vocabulary.
• Introduce personal pronouns in the possessive form.

Activities used to implement this learning plan.
• Give students a list of the vocabulary words: "communities, town, church, library, parks, post office, schools, stores."
• Teacher says a word; students repeat.
• Define community for students – “a place where people live, work, and play.”
• Ask students to name one thing about the community where they live.
• Distribute a map of the area to each student.
• Hold up a map and say, “This is my map.” Then point out things that belong to male and female students. Introduce personal pronouns in possessive form: “my, your, is her, its, our, their.”
• Discuss and define the vocabulary words for students.
• Ask a student what is the name of our town.
• Encourage students to answer in a complete sentence using a possessive pronoun.
• Ask students where their children go to school. Encourage answers using a possessive pronoun. (Ex.: “My child goes to _____ school.”)
• Help students locate the schools on the map.
• Do this with where they work and/or attend church.
• Put a list of area parks on the board. Remind students this is a place where people in the community go to relax and play. Guide students in locating the parks on the map.
• Ask students in what stores they shop. Put a list on the board and the street where the stores are. Have students work in groups to locate as many stores as they can. Also, try and have them locate the library and the post office. Have students circle the locations.

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Communities, continued

- Next, tell students, “My house is on _____ street.” Have the groups try to locate your street.
- Students then tell what street their house is on. (“My house is on _____ street.”)
- Students are to locate streets on the map. Within each group, have one student tell what street another student’s house is on. (“His/Her house is on _____ street.”)
- Encourage students to look for other points of interest on the map. Identify and discuss.

What evidence will you look for to know that learners are developing this learning skill?
- Students’ interest in the lesson.
- Comprehension of vocabulary words.
- Map skills.
- Group activities and class participation.

How will you collect this evidence?
- Give a vocabulary sheet and have students match the word to its meaning.
- Complete a sentence sheet using possessive pronouns.
- Have students write their address.
- Locate their street on a map.

Instructor Comments and Reflections
Students appreciated the map of the community. At times, it is difficult to locate or follow directions to a place in the community because of the language barrier. They liked learning about the parks in our area.
LEVEL 2

The Earth

Length of Activity: 4 hours

What will students do?
• Identify the globe as a model of the earth.
• Identify the seven continents of the earth on a globe or map.
• Identify the oceans of the earth on a globe or map.
• Describe the relationship of the continents and oceans using cardinal directions.
• Name the continent, country, and state he/she lives in.

What will teachers do?
• Demonstrate activities of the lesson.
• Teach about the bodies of land and water on the earth.
• Teach new vocabulary.
• Supply students with globes or maps of the earth.

Activities used to implement this learning plan.
• Vocabulary for the lesson:
  Earth   Globe  Round   Continent   Salt
  Ocean   Blue   Rise (verb) Set (verb)

  • The students will be asked to share what they already know about the earth and what they would like to find out about the land on the earth.
  • Show students a globe. Inform students the globe is “a model of the earth.” The earth is round. Each major body of land is called a “continent.” A very big body of salt water is called an “ocean.” The color blue on a globe represents a body of water.
  • Introduce the word “continent.” The teacher will pronounce it and ask students to do so. The teacher will define the word.
  • The teacher will next identify the seven continents and their location on a map.
  • The students will be asked to repeat each continent name.
  • The teacher will review the continents and their location on the map. (You may use name cards for this activity.)
  • The teacher will clear the map and ask students to come up and identify the continents. Have students say the continent’s name as they locate them on the map.

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The Earth, continued

Next, students will be divided into small groups and given a globe. The students will be asked to locate the seven continents on the globe. At first, they will be allowed to use a map as a guide, then they will be asked to find the continents from memory.

• Use this activity with the four major oceans.
• Introduce the directions – north, south, east, and west.
• Use a U.S. map to demonstrate the directions to students.
• Define the verbs “rise and set.”
• Explain to students that the sun rises in the east and sets in the west.
• Have students look at a globe or map.
• Ask questions using cardinal directions. (Ex., “Is Europe north or south of Africa?”)

What evidence will you look for to know that learners are developing this learning skill?

• The oral discussions of the lesson.
• The class participation.
• The class/group demonstrations.

How will you collect this evidence?

Have students complete a map with the seven continents and four oceans.

Instructor Comments and Reflections

This lesson was informative to students. They enjoyed using map skills.

Resources

The Earth, continued

This map shows all seven continents and four oceans. Write the continent and ocean names on these lines.

**Continents**
1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________
5. ________________________________________
6. ________________________________________
7. ________________________________________

**Oceans**
1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________
The Earth, continued

Name_______________________________________________

Finding Directions on a World Map

1. Find the Equator. Put an x on it.

2. Are these places north or south of the Equator?
   Antarctica ________________________ Australia ________________________
   North America _________________ Europe __________________________
   Arctic Ocean ____________________ Asia ____________________________

3. Finish the line between the North and South Poles.

4. Are these places east or west of the line you drew?
   Atlantic Ocean _________________ Asia ____________________________
   Australia ______________________ Indian Ocean __________________
   North America _________________ South America __________________
The Earth, continued

Name_______________________________________________

Finding Continents and Oceans

1. Write these names on the map where they belong.
   South America  Australia
   Asia           Antarctica
   Africa         Pacific Ocean

2. Name two continents that touch the Indian Ocean.

   ___________________________________________  _______________________________________

3. Name two continents that touch the Atlantic Ocean.

   ___________________________________________  _______________________________________

LEVEL 2

Body Parts and Safety Signs

Length of Activity: 4 – 5 hours

What will students do?
• Identify body parts.
• State symptoms and injuries.
• Read safety signs.

What will teachers do?
• Supply word cards and picture cards.
• Give examples of health and safety situations.
• Guide and assist when needed.

Activities used to implement this learning plan.
• Identify parts of the body on a chart and have students complete chart.
• Give students a chance to fill in the body parts they know and then fill in chart together.
• On separate index cards, write a body part. Pass the cards out to the students. Go around the room and have the students say the word and point to the body part.
• Teach the dialogue, “What’s the matter?” “My leg hurts.” Have students practice the dialogue using different body parts. Teach words like “cut,” “broken,” “burned.” Ask students to name other types of injuries and list them on the board and practice saying them.
• Substitute the dialogue, “My finger is cut.”
• Prior to teaching safety signs, tell students to write down signs they don’t understand from work, stores, schools, road construction signs.
• The teacher needs to have safety signs or flash cards.
• Teacher reads the sign and students repeat. Ask students if they have seen any of these signs and, if so, where. Explain to students what the signs mean.
• Add the signs that they brought to class. After practicing saying the signs, hold a sign up and choose a student to read the sign and tell what it means. Do this with all the signs.
• Play Bingo – one game with body parts; the other with safety signs. Make a nine square board with body parts listed at the top. Have students write nine body parts in the squares. Teacher says the body parts, and students write an X on the word the teacher says. Student with all X’s wins. Do this with safety signs.

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What evidence will you look for to know that learners are developing this learning skill?
Listening and speaking activities, class participation, correctly completing charts.

How will you collect this evidence?
Worksheets, bingo game, listening and speaking activities.

Instructor Comments and Reflections
Students knew quite a few of the safety signs from the workplace. They had questions about road signs: “Slippery When Wet,” “Bridge Freezes,” “Blasting Zone,” etc.

References
- *English ASAP Literacy Level*, “Health and Safety” pg. 86-97
- *English ASAP Book 1*, “Health and Safety” pg. 87-98
LEVEL 2

Community Workers

Length of Activity: 2 to 4 hours

What will students do?
• Recognize four community workers.
• Learn what the workers do in the community.
• Learn new vocabulary.

What will teachers do?
• Teacher will guide the learning.
• Ask the four community workers to visit the class.
• Define any new vocabulary.

Activities used to implement this learning plan.
The instructor may want to teach a lesson on communities prior to teaching community workers. This will help the learner better understand community workers.

The four community workers that will be discussed are:
1. Firefighter
2. Police officer
3. Letter carrier
4. Trash collection person

• Discuss the job description of each worker and the purpose of their jobs.
• Inform students about the uniform that the workers wear, the type of vehicle he/she drives, and where the worker’s office is located.
• Discuss the dialogue used when a person has to call the police or fire department (ex.: calling 911, repeating the student’s address or address of the emergency).
• Arrange for the four community workers to visit the classroom. Prior to the workers’ visits, help the students write a question in English that he/she will ask the worker. After the workers give a short presentation, encourage students to ask the workers the questions.
• After the workers leave, have the students write the answer to their questions.
What evidence will you look for to know that learners are developing this learning skill?

- Class discussion.
- Interest of the learner.
- Class participation.

How will you collect this evidence?

- The questions the students write to ask the community workers.
- The responses the workers gave to the students’ questions.
- Have students write the responses on paper.

Instructor Comments and Reflections

- It is important that ESOL students learn about community workers.
- It is common for immigrants to have a fear of people in uniform.
LEVEL 2

The American Flag – Pledge of Allegiance

Length of Activity: 6 hours

What will students do?
• Determine the meaning of the stars and stripes on the flag.
• Be able to locate the original 13 colonies on a map.
• Recite the Pledge of Allegiance.
• Learn new vocabulary.
• Learn prepositions – “above, below, next to, beside, next to.”

What will teachers do?
• Guide the students in the learning process.
• Aid in map skills.
• Supply students with materials needed for the lesson.

Activities used to implement this learning plan.
Flag of the United States
• Have on display a picture of one U.S. flag with 13 stars and one with 50 stars.
• Have students orally describe the flags.
• Put the list on the board.
• Ask students why one flag has 13, the other 50.
• Give each student a map of the U.S.
• List the thirteen colonies on the board. Teacher says the state names; students repeat.
• Locate each of the 13 states individually on the map.
• Ask students if anyone in the class has lived or visited one of these states.
• Have students share their experience with the class.
• Discuss with students why these states are called the original 13 colonies.
• Explain the early history of the U.S.
• Have students count the stripes. Have students determine the meaning of the 13 stripes.
• Write the names of the 13 colonies individually on index cards. Pass the cards out to different students. Have the student read his/her card and then locate the colony on a U.S. map.
• Have students get in small groups. Distribute a blank map of the U.S. along with a list of the 13 colonies.
• Have students write the 13 colonies in the correct location on the map.

For more challenged students, provide a list of the remaining 37 states and have them write as many state names as they can in the appropriate

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location. Emphasize that the additional 37 states are why we have 50 stars on today’s flag.

• Teach or review the prepositions “above, below, next to, beside” while still in small groups. Have students describe the location of different colonies. (e.g., “Is Virginia above or below Pennsylvania?”)

Pledge of Allegiance

• Ask students if they know what Americans say/recite to show our loyalty to the flag.
• Distribute a copy of the Pledge of Allegiance to each student.
• Read the Pledge to the students.
• Share with students when and where the Pledge is recited.
• Demonstrate how you stand when saying the Pledge—right hand over your heart.
• Tell students that men are to take off their hats.
• Write the words “Pledge, Allegiance, Republic, indivisible, liberty, and justice” on the board.
• Provide the meaning of these terms for the students.
• Have the students write the words and meanings down on their copy of the Pledge of Allegiance.
  — Pledge – promise
  — Allegiance – loyalty
  — Republic – a nation where people vote for leaders
  — indivisible – something that cannot be divided
  — liberty – freedom
  — justice – fairness
• Teacher says the words—students repeat. Discuss the words and their meanings. Recite the Pledge again, substituting the word with its meaning.
• Encourage students to say the Pledge individually and then say it together as a class.
• Have students complete a crossword puzzle using the six vocabulary words to help promote understanding.
• Continue saying the Pledge of Allegiance at the beginning of each class meeting.

What evidence will you look for to know that learners are developing this learning skill?

• Class participation and discussion.
• Class and group activities.
• Interest in the lesson.
The American Flag – Pledge of Allegiance, continued

How will you collect this evidence?
• Writing the 13 colonies in their correct location.
• Observing how well students read the Pledge of Allegiance.
• Correctly completing the crossword puzzle using vocabulary words.

Instructor Comments and Reflections
This lesson was very informative. Many students have never been in a situation where the Pledge of Allegiance was recited. Students enjoyed the lesson.