

Program Information	<i>Rights of Everyone Living in the United States</i>		Liz Gage		Project Learn Summit County	
	<i>Civics</i>		NRS EFL(s): 2-3		1.5 Hours	
Instruction	<u>ESOL Standards</u>					
	Receptive		Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	3.1.1	3. Speak and write about level-appropriate complex literary and informational texts and topics.	3.3.1 4.3.3	2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	2.2.2 3.2.1
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	2.5.1 3.5.1
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	3.10.2		
	<u>CAREER COMPONENTS</u>			<u>DIGITAL LITERACY</u>		
<input type="checkbox"/> Individual Education, Career, and Life Plans <input type="checkbox"/> Ongoing Assessment and Learning <input type="checkbox"/> Career Advising <input type="checkbox"/> Instruction and Job Training Services			<input type="checkbox"/> Basic Computer Skills <input type="checkbox"/> Internet and Communications <input type="checkbox"/> Productivity Software <input type="checkbox"/> Information Literacy			

	<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> • 3.1.1: Identify the main topic and phrases from the reading and activities. • 3.3.1 & 4.3.3: Deliver oral presentations about the topic from conversation questions and prompts. • 3.10.2: Produce simple and compound sentences with support. • 2.2.2 & 3.2.1: Participate in short conversations about the topic and text. • 2.5.1 & 3.5.1: Short individual or shared project with support. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Teacher observation • Writing samples • Class Presentation
	<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Basic grasp of the English language • Prior knowledge of vocabulary in their home language 	

	<p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Warm Up Conversation Question (15 mins) – What are the most important things to you? (land, good education, health etc.) • Listening Video (5 mins) – Watch the video as a class with subtitles. If needed watch the video again on a slower speed based on the level of students. • Reading “Original Ten Amendments; The Bill of Rights” (30 mins) – Students take turn reading the article and each amendment 1-10 (or up to 27 if desired). Pause for vocabulary definitions. After the reading, have the students answer comprehension questions verbally or written. Example questions: 1. What are two rights of everyone living in the USA? 2. What is freedom of religion? 3. What are rights? 4. Does everyone living in the USA have freedom of speech? 5. Can Congress set up an official US religion? Advanced Question: What is the most important amendment to you? • Group Work and Mini Project (20 mins) – Answer the questions among the class or in groups, verbally or written. If in a group have students present their answers to the class. “What rights did you have in your home country?” How are they different from the rights in the United States?” • Activity (20 mins) – Create a comparison list – What is good about the United States? What is bad about the Unites States? Students take turns listing out items for each. Have them write in the answers on a board or shout out their answers. You could also have them create their lists on paper with a partner or small group. 	<p>RESOURCES</p> <ul style="list-style-type: none"> • TED Education Video Bill of Rights • “Original Ten Amendments; The Bill of Rights”
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> • Content can be varied to challenge all levels. • Group work activity or independent practice with an opportunity to share with the class. 	

Reflection	TEACHER REFLECTION/LESSON EVALUATION <ul style="list-style-type: none">• How engaging was the lesson? Did students seem to be interested? Did students grasp the concept?• Were students uncomfortable talking and presenting in front of the class? Did encouragement and praise help with uncertainties while practicing the language in writing, speaking and reading?
	ADDITIONAL INFORMATION