

EL/Civics User's Guide

Resources for coordinating components of the
EL/CIVICS PACKAGE FOR BEGINNERS

VOICES OF FREEDOM

FOUNDATIONS

FOUNDATIONS ACTIVITY Workbook

WORD BY WORD BASIC PICTURE DICTIONARY

SIDE BY SIDE TV VIDEOS

Steven J. Molinsky • Bill Bliss

The **EL/CIVICS USER'S GUIDE** offers resources for coordinating the components of the **EL/CIVICS PACKAGE FOR BEGINNERS**, a set of all-skills instructional materials that focuses on the basic skills students need to actively participate in the life of their communities:

- **VOICES OF FREEDOM**, a content-based citizenship text covering topics in U.S. history and government and integrating civic participation activities
- **FOUNDATIONS STUDENT BOOK & WORKBOOK**, a comprehensive lifeskills program designed to help beginning-level students navigate key institutions in the community
- **WORD BY WORD BASIC PICTURE DICTIONARY**, a communicative vocabulary learning text for everyday language and survival needs
- **SIDE BY SIDE TV VIDEOS**, a self-instructional video program for use in the classroom, language/technology lab, or as a distance learning resource

This User's Guide provides fifteen **thematic unit checklists** that integrate literacy, civics, and survival English competencies and offer **civic participation activities, projects, and community issue discussions** specifically designed to meet the instructional goals of EL/Civics programs.



EL/Civics User's Guide

Copyright © 2002 by Pearson Education, Inc.
All rights reserved.

No part of this publication may be reproduced,
stored in a retrieval system, or transmitted
in any form or by any means, electronic, mechanical,
photocopying, recording, or otherwise,
without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606

Vice president, director of publishing: Allen Ascher

Editorial director: Pam Fishman

Vice president, director of design and production: Rhea Banker

Associate director of electronic production: Aliza Greenblatt

Production manager: Ray Keating

Digital layout specialist, text and cover design: Wendy Wolf

Manufacturing buyer: Dave Dickey

ISBN: 0-13-097322-X

1 2 3 4 5 6 7 8 9 10-IBT-05 04 03 02 01 00

Name _____ ID# _____ Date _____

UNIT 1

Personal Information • Greetings & Introductions • Alphabet • Numbers • Months of the Year • Dates • The Calendar

FOUNDATIONS Chapter 1

Student Book pages 1–14
Activity Workbook pages 1–10

I can . . .

- introduce myself
- spell my name aloud
- give my telephone number
- identify important emergency telephone numbers
- give my address
- introduce family members
- check my understanding
- give correction
- print the letters of the alphabet
- write numbers
- fill out a simple form with personal information
- draw and describe my family tree
- compare greetings in different cultures

VOICES OF FREEDOM Chapters A, B

pages 1–30

I can . . .

- respond to personal information questions about
 - name (first, last, middle, full name)
 - current address
 - telephone number
 - immigration/permanent residence status
 - alien registration number
 - citizenship/nationality
 - place and date of birth
 - parents
 - change of address
 - social security number
- verbally verify personal information on a form (e.g., INS Form N-400)
- write dictated sentences involving personal information

WORD BY WORD BASIC

pages 2–7, 48, 54–55

I know vocabulary for these topics:

- personal information
- family members
- cardinal numbers
- the calendar



Discuss with other students: Where do you go to get a social security card? an alien registration card? a driver's license? Why are these forms of personal identification important?



Make a list of emergency telephone numbers for your community: Police, Fire, Ambulance, Poison Control Center. Make copies, and put a list next to each telephone where you live.



Discuss with other students: Is it difficult to use emergency services in your community? Why?



Side by Side TV Video 1A: Segments 1, 2, 3
Side by Side TV Video Workbook 1A: pages 1–24

Name _____ ID# _____ Date _____

UNIT 2

Everyday Activities • Maps • Geography • Cities, States, and Capitals • Beliefs

FOUNDATIONS Chapter 2

Student Book pages 15–26
Activity Workbook pages 11–17

I can . . .

- identify everyday activities
- ask about other people’s everyday activities
- tell about my own everyday activities
- sequence everyday activities
- give information about my school and my workplace
- greet someone on the telephone
- tell someone what I’m doing
- compare household chores in different cultures

WORD BY WORD BASIC

pages 8–11, 167–171

I know vocabulary for these topics:

- everyday activities
- maps

VOICES OF FREEDOM Chapter 1

pages 31–42

I can . . .

- interpret a map of the United States
- identify Canada and Mexico as the countries to the north and to the south of the United States
- identify the Atlantic and Pacific oceans
- name the capital of the United States and locate it on a map
- name my state and state capital and locate them on a map
- draw a map of my native country, showing the capital, my city or town, and what is north, south, east, and west
- state my belief in the United States, the U.S. government, and the U.S. Constitution
- answer Yes/No questions about my belief in the United States, the U.S. government, and the U.S. Constitution
- discuss the meaning of the words *freedom* and *democracy*
- write dictated sentences about the United States and my beliefs



Look at a local street map of your community. What kind of information do you see on the map? Find your school on the map. Find where you and other students live. Look for other kinds of maps of your community (such as a bus route map, a subway map, a map of parks, a map for bicycle riders). Bring the maps to class, and discuss what kinds of information you see on the maps.



Make a big tourist map for visitors to your community! On your map, draw all the important places to visit and show where they are. Try to show all the important streets. Also show any bus or train routes tourists can use to visit the places on your map.



Discuss with other students: Is your neighborhood in a good location or a bad location? Is your school in a good location or a bad location? Is it difficult to get from your neighborhood to your school? Is it difficult to get from your neighborhood to other important places in your community? What kind of transportation is there in your community? Do students have any problems with transportation in the community?



Side by Side TV Video 1A: Segments 4, 5
Side by Side TV Video Workbook 1A: pages 25–46

Name _____ ID# _____ Date _____

UNIT 3

The Classroom • Classroom Actions • Colors • The Flag

FOUNDATIONS Chapter 3
Student Book pages 27–38
Activity Workbook pages 18–24

I can . . .

- identify classroom items
- ask about someone’s possessions
- express gratitude
- ask about location
- tell the location
- describe my classroom
- compare classrooms in different cultures
- follow classroom instructions
- give classroom instructions

VOICES OF FREEDOM Chapter 2
pages 43–50

I can . . .

- identify the colors and design of the U.S. flag
- identify the number of stars and stripes on the U.S. flag
- describe the meaning of the stars and stripes on the U.S. flag
- identify the number of states in the United States
- ask for repetition of a question
- recite the Pledge of Allegiance
- write dictated sentences about the United States and the flag

WORD BY WORD BASIC
pages 12–17, 98–99

I know vocabulary for these topics:

- classroom
- classroom actions
- colors



Discuss with other students: Where do you see the flag of the United States in your community? What other flags do you see? What’s on the flag of your state? What are the colors of your state flag?



Bulletin Board “Flags of the World” Project: On a large piece of paper, draw a color picture of the flag of your native country. Write some sentences about the flag. As a class, make a bulletin board display of all the flags and information. (You can also put photographs and names of students next to their flags.)



Internet Research: Go to www.yahoo.com or another search engine on the Internet. Type in the key words “American flag”. Look for information to answer these questions: When does the flag fly at *half-mast* (in the middle of the flagpole, not at the top)? If you want to fly the flag at night, what must you do? When does the flag fly in front of the White House in Washington, DC?



Side by Side TV Video 1A: Segment 8
Side by Side TV Video Workbook 1A: pages 69–80

Name _____ ID# _____ Date _____

UNIT 4

Housing • Furniture • Branches of Government

FOUNDATIONS Chapter 4

Student Book pages 39–50
Activity Workbook pages 25–31

I can . . .

- identify rooms in the home
- ask about an apartment
- describe features of an apartment
- identify furniture items
- identify the name, address, and telephone number of a realtor in my community
- compare different types of housing around the world

WORD BY WORD BASIC

pages 18–19, 40–45

I know vocabulary for these topics:

- types of housing
- outside the home
- apartment building
- housing utilities, services, and repairs

VOICES OF FREEDOM Chapter 3

pages 51–60

I can . . .

- identify and describe the three branches of government: legislative, executive, and judicial
- identify who works in the legislative branch: senators and representatives
- identify who works in the executive branch: the President and the Vice President
- identify who works in the judicial branch: the Supreme Court justices
- identify who works in the Capitol building: senators and representatives
- identify who works in the White House: the President and the Vice President
- identify who works in the Supreme Court: the Supreme Court justices
- identify the major duty of the legislative branch: to make the laws
- identify the major duty of the executive branch: to enforce the laws
- identify the major duty of the judicial branch: to explain the laws
- describe the government in my native country
- write dictated sentences about the U.S. government



Think about problems people have in their apartments (for example, a landlord won't fix something, or there is no hot water for a long time). Which office in your local government helps people with these problems? Call this office and ask about the rights of tenants (people who rent apartments) in your community. Find out what tenants can do when they have problems.



Bring to school classified ads for apartments. As a class, make a poster of all the abbreviations (such as rm, bath, flr) and their meanings. Compare the costs of apartments in different parts of your community. If any students in your class are looking for a new place to live, work as a class to find places for these students in the classified ads.



Discuss with other students: Is it difficult to find a place to live in your community? Why is it difficult? Is the cost of housing a problem? Is it difficult for immigrants to find housing in certain neighborhoods? Is discrimination a problem? What can students do to make it easier to find good housing in the community?



Side by Side TV Video 1A: Segment 10
Side by Side TV Video Workbook 1A: pages 89–98

Name _____ ID# _____ Date _____

UNIT 5

Numbers • Time • Calendar • Work Activities • The Congress • The President • The Supreme Court

FOUNDATIONS Chapter 5

Student Book pages 51–64
Activity Workbook pages 32–40

I can . . .

- use cardinal numbers
- use ordinal numbers
- say addition problems
- match numbers and words
- ask and give the time
- say the days of the week
- make an appointment
- describe my daily schedule
- say the months of the year
- give dates
- talk about time in different cultures
- give important days, times, and dates in my life

WORD BY WORD BASIC

pages 52–53, 146–149

I know vocabulary for these topics:

- time
- work activities

VOICES OF FREEDOM Chapter 4

pages 61–72

I can . . .

- identify the two houses of Congress: the Senate and the House of Representatives
- identify the number of senators (100)
- identify the number of senators from each state (2)
- identify the length of a senator’s term (6 years)
- identify the number of representatives (435)
- identify the length of a representative’s term (2 years)
- identify the President as the chief executive of the United States and Commander-in-Chief of the armed forces
- identify the length of the President’s term (4 years)
- identify the number of terms the President can serve (2)
- explain who becomes President if the President dies (the Vice President)
- identify the Supreme Court as the highest court in the land
- identify the number of justices on the Supreme Court (9)
- identify how the Supreme Court justices are selected
- identify how long the Supreme Court justices serve (for life)
- name the Chief Justice of the United States
- name the President and Vice President of the United States
- name my representative in the U.S. Congress
- name the two senators from my state
- write dictated sentences about the branches of government



“Classroom Without Walls” Field Trip: Visit the local office of your representative in the U.S. Congress (or one of your senators in the U.S. Senate). During the meeting, introduce yourselves and tell where you are from. Tell about when and why you came to the United States. Describe what you are learning in school, and tell about your plans for the future. Give your opinions about problems and issues that are important to you. Also, ask the representative or senator some questions about his or her job. (Practice conversations with other students before the field trip so you are ready for this meeting!)



As a class or on your own, write a letter or an e-mail about a problem or issue that is important to you. (It can be an international, national, or local problem or issue.) Send your letter or e-mail to the president, to your representative in the U.S. House of Representatives, or to your senators in the U.S. Senate.



Side by Side TV Video 1A: Segment 13
Side by Side TV Video Workbook 1A: pages 123–132

Name _____ ID# _____ Date _____

UNIT 6

The Community • Getting Around Town • The City • Types of Government • State and Local Government • Public Officials • The Constitution • The Bill of Rights

FOUNDATIONS Chapter 6

Student Book pages 65–78
Activity Workbook pages 41–48

I can . . .

- identify places in the community
- ask for and give the location of places in the community
- identify street names
- express gratitude
- locate places on a map
- tell about places in my neighborhood
- give the addresses of important places in my community
- compare stores in different countries

WORD BY WORD BASIC

pages 56–67

I know vocabulary for these topics:

- places around town
- the city

VOICES OF FREEDOM Chapter 5

pages 73–84

I can . . .

- identify the form of government of the United States (democratic, representative)
- identify the three levels of government in the United States: federal, state, and local
- identify the major duties of the state legislature, the state courts, and the governor
- identify different kinds of local government: cities, towns, and counties
- identify the head of local government in cities or towns: the mayor or city manager
- name the governor of our state
- name the head of our local government
- name the county we live in
- identify which level of government (federal, state, or local) is concerned with driver’s licenses, garbage collection, immigration, public schools, Social Security taxes, permission to build a house, sales taxes, parking regulations
- identify the Constitution as the supreme law of the land
- identify an amendment as a change to the Constitution
- identify the Bill of Rights as the first ten amendments to the Constitution
- describe the Bill of Rights and state some rights granted under the first amendment
- write dictated sentences about the U.S. Constitution



“Classroom Without Walls” Field Trip: Visit your city hall or town government office. Meet with a local official. Take a tour of the building and learn about the services available in the different departments.



“Class Election Day”: Have an election in class. Run for class president or vice president. Give a campaign speech and tell students why they should vote for you. Or, serve on the Board of Elections. Watch students vote and count the ballots. Or, be a TV news reporter! Interview the candidates and the voters, and report the election results.



Discuss with other students: Why is it important to vote in elections? What are the “rights” of voters? What are the “responsibilities” of voters?



Side by Side TV Video 1A: Segment 9
Side by Side TV Video Workbook 1A: pages 81–88

Name _____ ID# _____ Date _____

UNIT 7*

Describing People and Things • Describing Feelings and Emotions • Describing Physical States

• Review: Personal Information, Maps, Geography, Cities, States, Capitals

* optional unit

FOUNDATIONS Chapter 7

Student Book pages 79–92
Activity Workbook pages 49–56

I can . . .

- describe people
- ask what people look like
- describe things
- make positive and negative statements
- describe places and things in my community
- describe my classroom
- ask about and express feelings
- compare how people show their feelings in different cultures

WORD BY WORD BASIC

pages 68–75

I know vocabulary for these topics:

- describing people and things
- describing physical states and emotions

VOICES OF FREEDOM Chapters A, B, 1 Review

pages 1–42

I can . . .

- respond to personal information questions about
 - name (first, last, middle, full name)
 - current address
 - telephone number
 - immigration/permanent residence status
 - alien registration number
 - citizenship/nationality
 - place and date of birth
 - parents
 - change of address
 - social security number
- interpret a map of the United States
- name the capital of the United States and locate it on a map
- name my state and state capital and locate them on a map
- state my belief in the United States, the U.S. government, and the U.S. Constitution
- discuss the meaning of the words *freedom* and *democracy*
- write dictated sentences involving personal information
- write dictated sentences about the United States and my beliefs



Civic Participation
Classroom Visitor: Invite a local police officer to visit your classroom. Talk with the police officer about how the police help the community. Tell about things in your neighborhood that make you nervous, upset, or angry. Talk about problems of crime and safety. Tell about the police in your native country. Talk about any differences between the police in your community and in your native country. Talk about ways the police and people in the neighborhoods can work more closely.



Project Activity
School Opinion Survey: Work with other students to make a questionnaire (a list of questions) about life at your school. Ask questions about things at school that make students happy, nervous, or upset. Ask other questions to get students' opinions about problems and issues. Each student in your class can use the questionnaire to interview some students in the school. Put all the answers together and write a report about the information. If you can, make charts or graphs to show the information. Share your report with the principal or director of your school.



Community Issues
Discuss with other students: Is crime a problem in your neighborhood? What kinds of crime? Do you and your neighbors call the police when you have a problem? If you do, what happens? If you don't, why not? How can you and your neighbors make your neighborhood safer? (Ask if your community has a "Neighborhood Watch" program. Can your neighborhood be part of this program? Get information from the police department.)



Video/Distance Learning
Side by Side TV Video 1A: Segment 6
Side by Side TV Video Workbook 1A: pages 47–58

Name _____ ID# _____ Date _____

UNIT 8

Food • Supermarkets • Restaurants • Discovery • Colonization

FOUNDATIONS Chapter 8

Student Book pages 93–106
Activity Workbook pages 57–66

I can . . .

- name common foods
- distinguish between *count* and *non-count* food items
- express food needs
- tell about my favorite foods
- identify food containers and quantities
- make a shopping list
- name common restaurant foods
- order food in a restaurant
- recommend food stores and restaurants in my community
- compare foods and meals in different cultures

VOICES OF FREEDOM Chapter 6

pages 85–100

I can . . .

- describe the events of 1492 and the voyage of Columbus to America
- identify as Native Americans the people who already lived in this land before the time of Columbus
- identify the first English settlements at Jamestown and Plymouth
- discuss the Pilgrims, their ship (*the Mayflower*), and how they came to America for religious freedom
- describe the first Thanksgiving
- identify the Native Americans' role in helping the Pilgrims
- describe how people celebrate Thanksgiving today
- name the original thirteen states (colonies)
- give partial answers to difficult questions about U.S. history during an INS interview
- write dictated sentences about early U.S. history

WORD BY WORD BASIC

pages 76–81

I know vocabulary for these topics:

- fruits
- vegetables
- dairy products



“Classroom Without Walls” Field Trip: Visit a local supermarket. Talk with people there about the products available. Look at the information on the shelves, and learn about unit prices and how to compare prices of products (or different sizes of the same product). Are there foods you like that the supermarket doesn’t have? Tell the manager about these foods. Tell about any problems you and other students have when you use the supermarket.



Open a student snack bar in your school. Bake cookies or brownies and make lemonade. Sell the snacks to people at school before or after class. You can also sell school supplies such as pencils, pens, and paper. Different students can buy or make the products, work as cashiers, do inventory, or count the money. Use the money you make (the profits) to buy something for your school, or give the money to a community organization that helps people.



Discuss with other students: In many cities and towns, there aren’t any large supermarkets in neighborhoods where immigrants live. People must shop in small grocery stores, and the prices in these stores are sometimes much higher. Is this a problem where you live? What can you do about this problem? How can local government officials or leaders in your community help with this problem?



Side by Side TV Video 1B: Segment 14
Side by Side TV Video Workbook 1B: pages 1–12

Name _____ ID# _____ Date _____

UNIT 9*

Colors • Clothing • Shopping • Review: The Flag

* optional unit

FOUNDATIONS Chapter 9

Student Book pages 107–118
Activity Workbook pages 67–73

I can . . .

- name colors
- ask for clothing in a store
- describe what people are wearing
- identify clothing sizes
- recommend clothing stores in my community
- tell about my favorite article of clothing
- tell about special clothing in different cultures

VOICES OF FREEDOM Chapter 2 Review

pages 43–50

I can . . .

- identify the colors and design of the U.S. flag
- identify the number of stars and stripes on the U.S. flag
- describe the meaning of the stars and stripes on the U.S. flag
- identify the number of states in the United States
- ask for repetition of a question
- recite the Pledge of Allegiance
- write dictated sentences about the United States and the flag

WORD BY WORD BASIC

pages 98–109

I know vocabulary for these topics:

- colors
- clothing
- sleepwear, underwear, and footwear
- exercise clothing and outerwear
- jewelry and accessories
- describing clothing



“Classroom Without Walls” Community Project: As a class, “adopt” a section of a local park, river, road, or other area. Have clean-up days in this location. Pick up trash, recycle bottles and cans, and remove graffiti. (You should tell a city department or highway department about your project. Some communities will put up a sign at a location to show that your class is taking care of it.)



School Recycling Project: Does your school recycle cans? bottles? newspapers? other paper? plastic? other materials? Begin a recycling program at your school, or make your school’s recycling program better. Collect recyclable materials and bring them to the recycling center in your community. Find out where the recycled materials go.



Discuss with other students: Is trash or litter a problem in your neighborhood? What are the reasons for this problem? How can people in the neighborhood work to solve this problem? How can your local government help with this problem?



Side by Side TV Video 1A: Segment 11
Side by Side TV Video Workbook 1A: pages 99–110

Name _____ ID# _____ Date _____

UNIT 10

Money • Banking • The Revolutionary War • The Declaration of Independence

FOUNDATIONS Chapter 10

Student Book pages 119–132
Activity Workbook pages 74–83

I can . . .

- identify coins and bills
- tell the value of coins and bills
- write amounts of coins and bills
- purchase items in a store
- make change when purchasing an item
- identify basic banking items
- describe basic banking procedures
- write checks
- compare the cost of everyday items
- identify coins and bills from different countries
- tell ways to save money

WORD BY WORD BASIC

pages 110–113

I know vocabulary for these topics:

- coins
- currency
- the bank

VOICES OF FREEDOM Chapter 7

pages 101–116

I can . . .

- identify England as the country the colonists fought against in the Revolutionary War
- give some reasons for the Revolutionary War
- describe the Boston Tea Party
- identify Patrick Henry as the colonial leader who said, “Give me liberty or give me death”
- identify George Washington as the commander of the colonial army
- identify the date, significance, and main idea of the Declaration of Independence
- identify Thomas Jefferson as the author of the Declaration of Independence
- identify Independence Hall in Philadelphia as the place where the Declaration of Independence was signed
- describe the Independence Day holiday (the Fourth of July)
- ask for repetition or clarification of a question
- write dictated sentences about the Revolutionary War and the Declaration of Independence



“Classroom Without Walls” Field Trip: Visit a local bank. Talk with people there about the services available. Get information about things that are important to you and other students (for example: how to open a bank account, how to apply for a loan). Tell the people at the bank about any problems you and other students have when you try to use the bank’s services.



As a class, compare banks in your community. Get account application forms, deposit and withdrawal slips, and other forms from different banks. Ask for information about different types of savings accounts and checking accounts. Find out about interest rates, account fees, and ATM cards. Do any bank employees speak students’ languages? Decide as a class which banks are best.



Discuss with other students: Many immigrants are afraid to use banks in this country. Some people are afraid that banks aren’t safe. Some people don’t have social security numbers. How do you and your classmates feel about banks in this country? Do you use banks? What problems happen if you don’t use banks? Which banks have good services for immigrants (for example, employees who speak other languages)?



Side by Side TV Video 1A: Segment 12
Side by Side TV Video Workbook 1A: pages 111–122

Name _____ ID# _____ Date _____

UNIT 11

Health • Medicine • The Drug Store • The Doctor • The Constitution • Branches of Government • The Bill of Rights • George Washington

FOUNDATIONS Chapter 11

Student Book pages 133–146
Activity Workbook pages 84–95

- I can . . .
- name common ailments
 - name common medicines
 - identify treatments for common ailments
 - locate medicine in a drug store
 - identify dosages on a medicine label
 - ask a pharmacist for advice about medicine
 - compare medical treatments in different cultures
 - identify common medical problems and injuries
 - call a doctor’s office to schedule an appointment

WORD BY WORD BASIC

- pages 114–127
- I know vocabulary for these topics:
- the body
 - ailments, symptoms, and injuries
 - medical and dental care
 - medical treatment and the hospital
 - medicine

VOICES OF FREEDOM Chapter 8

pages 117–132

- I can . . .
- describe the Constitution
 - identify the year the Constitution was written (1787)
 - identify the Constitution as the “supreme law of the land”
 - identify the three branches of government established by the Constitution
 - identify who serves in each branch of the government
 - identify the major duties of each branch of the government
 - identify the length of terms of officials in each branch of the government
 - identify the responsibilities of the President
 - describe the major duty of the Cabinet
 - describe the requirements for the office of President
 - identify the months of the presidential election and inauguration
 - explain who becomes President if the President dies (the Vice President) and who follows the Vice President in the line of succession (the Speaker of the House of Representatives)
 - identify an amendment as a change to the Constitution
 - identify the Bill of Rights as the first ten amendments to the Constitution
 - describe the Bill of Rights and state some rights granted under the first amendment
 - state some rights guaranteed by other amendments in the Bill of Rights
 - recite the preamble to the Constitution
 - identify George Washington as the leader of the colonial army, the leader of the Constitutional Convention in Philadelphia, the first President of the United States, and “the father of our country”
 - hesitate while I think of an answer to a question
 - write dictated sentences about the Constitution and George Washington



“Classroom Without Walls” Field Trip: Visit your community’s emergency telephone system office. When you dial “9-1-1” or another emergency number, who answers the call? What happens next? Talk with people at this office about any

problems you and your neighbors have with the community’s emergency telephone system. Are there language problems? Do people sometimes use the emergency number for the wrong reasons? Do emergency workers arrive quickly or slowly? Ask about ways you can help make emergency services better for you and your neighbors.



Discuss with other students: Is it difficult to use health services or emergency services in your community? Why? What can you do about this problem? How can local government officials or leaders in your community help with this problem?



As a class, make a Community Health Resource Guide. Find information about local drug stores, clinics, hospitals, vision centers, and other medical resources in your community. Write a page about each place. Describe its services, the hours it is open, the address, and the telephone number. Make copies of the Resource Guide for all students and for other classes in your school.



Side by Side TV Video
1B: Segments 20, 24
Side by Side TV Video
Workbook 1B: pages
65-74, 119-130

Name _____ ID# _____ Date _____

UNIT 12

The Post Office • The Library • The School • The Star-Spangled Banner • Expansion • The Civil War • Abraham Lincoln • Amendments

FOUNDATIONS Chapter 12

Student Book pages 147–160
Activity Workbook pages 96–103

I can . . .

- name post office items
- obtain basic post office services
- find out my local post office’s hours
- name library items
- find out information about my local library
- name school personnel
- name places in a school
- name school subjects
- name extracurricular activities
- compare schools in different countries

WORD BY WORD BASIC

pages 128–137

I know vocabulary for these topics:

- the post office
- the library
- the school
- school subjects
- extracurricular activities

VOICES OF FREEDOM Chapter 9

pages 133–148

I can . . .

- identify the “Star-Spangled Banner” as the national anthem
- identify Francis Scott Key as the composer of the national anthem
- recite or sing the national anthem
- describe American expansion in the 1800s
- name the 49th and 50th states of the Union
- identify the two sides and the dates of the Civil War
- discuss some causes of the Civil War
- identify Abraham Lincoln as the President during the Civil War and signer of the Emancipation Proclamation
- describe the importance of the Emancipation Proclamation
- recite important parts of Lincoln’s Gettysburg Address
- describe the importance of some amendments to the Constitution other than the Bill of Rights:
 - 13th: ended slavery
 - 14th: made all Blacks citizens
 - 15th: gave Blacks the right to vote
 - 16th: established income taxes
 - 19th: gave women the right to vote
 - 26th: changed voting age to 18
- ask for repetition of a question
- write dictated sentences about U.S. history



Visit an elementary school or a pre-school in your community. Read a story to children in your native language, tell about a holiday or custom in your culture, or volunteer to help as a teacher’s aide. Or, visit your local library. Learn how to use the catalog; how to find books, newspapers, magazines, and audio and video materials; and how to check out materials. Find out what kinds of activities happen at the library.



As a class, make a Community Services Resource Guide. Find information at city hall, the public library, or on your community’s web site on the Internet. Find out about the services and activities of different departments: parks, police, fire, public works, libraries, schools, and others. Write a page about each department. Describe its services and give the address and telephone number. Make copies of the Resource Guide for all students and for other classes in your school.



Discuss with other students: Does the library in your community have books for children and adults in their native languages? Do schools have people in the office who can speak the languages of parents from different countries? How can the library and the schools do a better job for you and your family and neighbors?



Side by Side TV Video 1B: Segment 22
Side by Side TV Video Workbook 1B: pages 87–104

Name _____ ID# _____ Date _____

UNIT 13

Occupations • Work Skills • On the Job • Industrialization • Labor Movement • Immigration • World Wars I & II, Korea, & Vietnam • The Civil Rights Movement • Citizens' Rights and Responsibilities • Presidents: 1961–Present

FOUNDATIONS Chapter 13

Student Book pages 161–176
Activity Workbook pages 104–112

I can . . .

- name occupations
- describe my work skills
- name work sites
- express confidence during a job interview
- locate places and facilities at work
- give and understand safety warnings
- ask for repetition
- compare men's and women's jobs in different cultures

WORD BY WORD BASIC

pages 138–149

I know vocabulary for these topics:

- occupations
- work activities

VOICES OF FREEDOM Chapter 10

pages 149–167

I can . . .

- describe the Industrial Revolution, inventions, and how cities grew as factories opened
- explain reasons for the beginning of the labor movement and unions
- give the reason for and the time of the Labor Day holiday
- describe immigration beginning in the 1800s, in the 1900s, through today
- identify major events in 20th-century U.S. history:
 - World War I: identify dates and opposing forces
 - The Depression: identify dates, causes, and effects
 - The New Deal: explain the government program and the role of President Franklin D. Roosevelt
 - World War II: identify dates and opposing forces
 - The United Nations: explain the activity of the UN
 - The Cold War, the Korean War, and the Vietnam War: identify reasons, dates, and opposing forces
- describe the civil rights movement of the 1950s and 1960s
- identify Martin Luther King, Jr. and the civil rights laws of the 1960s
- recite portions of Martin Luther King, Jr.'s "I Have a Dream" speech
- identify major rights and responsibilities of U.S. citizenship
- name some recent presidents, including the current President and Vice President
- ask for clarification of a question
- write dictated sentences about U.S. history



Civic Participation

“Classroom Without Walls” Field Trip: As a class, visit a job-training center in your community — a public program in a vocational school, a private training program, or an on-the-job training program at a workplace. Visit some classes. Talk with teachers and students there about the courses in the program, the job skills students learn, and the kinds of jobs students get after the program.



Project Activity

Job Shadowing Project: Spend a day at work with someone in a job that interests you. Watch carefully as the person works, and talk with the person about the job. Write a report about what you see and learn. Answer these questions: What does the person do in this job? What kinds of skills does a person need for this job? What tools or equipment does a person use in this job? What kind of education or training does a person need for this job? What are good things and bad things about this job? Share your report with other students.



Community Issues

Discuss with other students: 1) What kinds of jobs do students in your class have now? What kinds of problems do they have in these jobs? What can they do about these problems? 2) What kinds of jobs do students in your class want to have someday? What kinds of training and work experience do they need for these jobs? How can they get this training and work experience? What are some problems students might have as they try to get this training and work experience?



Video/Distance Learning

Side by Side TV Video 1B: Segment 21
Side by Side TV Video Workbook 1B: pages 75–86

Name _____ ID# _____ Date _____

UNIT 14

Directions • Public Transportation • Places Around Town • The City • The Car • The Airport • Civics Review

FOUNDATIONS Chapter 14

Student Book pages 177–190
Activity Workbook pages 113–119

I can . . .

- ask and give directions for getting places on foot
- ask and give directions for getting places by car
- ask for and give information about public transportation
- check my understanding
- ask about departure and arrival times of buses, trains, and planes
- express gratitude
- tell how I get places
- compare transportation in different countries

VOICES OF FREEDOM Review Questions

pages 168–172

I can . . .

- read aloud questions about U.S. history and then answer them
- read aloud questions about U.S. government and then answer them
- read aloud questions about U.S. symbols and holidays and then answer them
- read aloud questions about current local, state, and federal officials and then answer them
- answer questions asked by a teacher or another student about U.S. history, government, or other civics topics
- ask for repetition of a question I didn't hear or understand
- ask for clarification of a question I didn't understand

WORD BY WORD BASIC

pages 56–67, 154–161

I know vocabulary for these topics:

- places around town
- the city
- the car
- public transportation
- the airport



“Classroom Without Walls” Field Trip: With other students, go to a meeting of your local school board or city council. How do the people discuss things and how do they vote? What do people from the community do at the meeting? (Do they watch? Do they speak? If they speak, what do they talk about? For how long?) In class, talk about what you see and learn at the meeting.



Community Service Shadowing Project: Spend a day at work with a police officer, firefighter, animal control officer, or other public safety official. Watch carefully as the person works, and talk with the person about the job. Write a report about what you see and learn. Answer these questions: What does the person do in this job? What kinds of skills does a person need for this job? What kind of education or training does a person need? What are some interesting things about this job? What are some difficult things about this job? Share your report with other students.



Discuss with other students: Is traffic a problem in your neighborhood? Are there too many cars? Do cars go too fast? Are people concerned about the safety of children on the streets and sidewalks in your neighborhood? Discuss how you and your neighbors can make traffic in your neighborhood safer. Can you ask the city government to put up a “Slow—Children Playing” sign or put speed bumps in the road to slow down cars? Can you think of other things to do?



Side by Side TV Video 1B: Segments 15, 16
Side by Side TV Video Workbook 1B: pages 13–38

Name _____ ID# _____ Date _____

UNIT 15*

Weather • Seasons • Recreation • The Naturalization Process

* optional unit

FOUNDATIONS Chapter 15

Student Book pages 191–202
Activity Workbook pages 120–128

I can . . .

- describe the weather
- find weather information in the newspaper
- name recreation activities
- ask about people’s free-time activities
- discuss my plans for tomorrow
- tell about past activities
- compare recreation activities in different countries

WORD BY WORD BASIC

pages 162–165

I know vocabulary for these topics:

- the weather and seasons
- sports and recreation

VOICES OF FREEDOM The INS Interview

Teacher’s Guide pages 129–132*

I can . . .

- understand and respond when an examiner asks me to raise my right hand and swear to tell the truth
- show my identification
- respond verbally to questions related to INS Form N-400:
 - Part 1: name, address, changes in name or address, date and place of birth, social security number
 - Part 2: length of time living in the U.S.
 - Part 3: citizenship/nationality and permanent resident status, other names used, maiden name, height, marital status (including spouse, previous marriage, divorce), absences from the U.S. since becoming a permanent resident (time, length, reason)
 - Part 4: previous address, employment (occupation, employer, address, how long working there, previous job)
 - Part 5: marriage information (how many times; spouse’s name, birthplace, and citizenship)
 - Part 6: children (names, ages, places of birth, where living now)
 - Part 7: Communist Party membership, registering with Selective Service, income taxes, and other moral character questions
 - Part 8: belief in the Constitution and the form of government in the U.S., the Oath of Allegiance, and bearing arms/serving in the military
 - Part 9: membership in organizations, associations, and clubs
- describe why I want to become a citizen
- describe the responsibilities of U.S. citizens, including voting, community involvement, and keeping informed
- engage in “small talk” about the weather, English class, and other topics
- ask for repetition or clarification of a question I didn’t understand

* for citizenship applicants



“Classroom Without Walls” Field Trip: Visit a local courthouse. Take a tour of the building. If you can, sit and watch part of a court session. Talk with a judge about the kinds of trials at the court. Learn about jury duty. In class, talk about differences between courts in the United States and in students’ native countries.



Media Project: Make a video about your class. In the video, students can tell about where they are from, and how, when, and why they came to the U.S. Show students’ neighborhoods and homes. Show your classroom and school. Interview each other and tell what you hope to do in the future. Play the video for other classes in your school. Give the video to your local television stations or cable system. Or, make a radio program and give it to local radio stations.



Speak at a meeting of your local school board or city council! Discuss with other students: What problems or issues do we want to talk about? What do we want to tell people about our lives, our families, our neighborhoods, and our hopes for the future? Practice short speeches. (Find out how long people usually speak at these meetings.) You might also show part of the video you made for your Media Project. Be ready to answer questions at the meeting.



Side by Side TV Video 1A: Segment 7; Video 1B: Segment 23
Side by Side TV Video Workbook 1A: pages 59–68; Video Workbook 1B: pages 105–118