Activities for Illinois IELCE Classes
Integrating Civics & ESL Instruction

Dr. Brian Durham
Executive Director
Illinois Community College Board

Jennifer Foster
Deputy Executive Director
Illinois Community College Board

Whitney Thompson
Deputy Director for Workforce Education
Illinois Community College Board

Dr. Kathy Olesen-Tracey
Senior Director for Adult Education and Literacy
Illinois Community College Board

Revised July 2023

Table of Contents

About this Document

This document was formerly called the *EL/Civics Classroom Activity List.* In July, 2023, the Adult Learning Resource Center updated the document, renaming it *Activities for Illinois IELCE Classes: Integrating Civics & ESL Instruction.* This new name reflects current federal terminology and WIOA priorities for IELCE programming. Resources and links have been updated, and information about the alignment of the activities to the Illinois ESL Content Standards has been added.

The purpose of the updated document is multi-faceted:

- Assist Illinois IELCE instructors plan level-appropriate, standards-aligned civics activities to integrate with their IELCE lessons.

- Assist instructors in developing lessons at a range of NRS educational functioning levels. The competencies selected for inclusion in this document can be successfully taught at High Beginning ESL (NRS 3) and above.

- Assist instructors with multilevel IELCE classes by providing ideas for teaching competencies at multiple ESL levels.

- Demonstrate how an IELCE civics competency can be repeated at a higher language level. Competencies may be repeated during a program year because as students' English language skills improve, so does their ability to demonstrate a competency in more complex and rigorous ways.

- Provide current information on free and low-cost print and online instructional resources, as referenced in the *Resource* section of this document.

- Connect ESL textbook series commonly used in Illinois to select competencies. Specific page numbers from commonly used core series are listed in the *Resource* section of the *IELCE Activities* document. A bibliography of these resources is found on pages 31 - 32.

Note that this document is NOT:

- A set of lesson plans: Rather than lesson plans, the document consists of leveled classroom activities and related instructional resources that teachers can use to develop effective and engaging lessons to teach select Illinois IELCE civics competencies.

- Prescriptive: The activities are suggestions and a starting point for lesson planning. IELCE instructors may develop different or complementary activities for their classes. Instructors may also find that activities or resources listed for one ESL level (such as High Beginning) are appropriate for another level (such as Intermediate).

Development of the Illinois Civics Competency Lists and this Document

The first *Illinois EL/Civics Competencies List* was developed by the Illinois ESL Task Force in FY 2007. In FY 2013, the ICCB convened an *EL/Civics Improvement Committee* consisting of 15 experienced EL/Civics instructors and program directors. This group was facilitated by Nelson Aguiar of the Illinois Community College Board and Catherine Porter of the Adult Learning Resource Center. The Committee met several times during FY 2013 to complete two tasks:

1) Update the 2007 *Illinois EL/Civics Competencies List*

2) Develop an *EL/Civics Classroom Activity List* to assist instructors in implementing the revised competency list

The committee examined DAISI data for each competency on the 2007 list to determine how frequently each competency was taught. Competencies that were rarely taught were removed from the list. Other competencies were combined or reworded to better reflect actual classroom instruction of the competencies.

A number of new competencies were added. The category "Health Services" was renamed "Health and Wellness," with a number of wellness-related competencies developed. Competencies were also developed for two new categories: "Employment" and "Consumer Economics," bringing the total number of competencies from 41 on the 2007 list to 70 on the 2013 list.

After the Competency List revision was complete, the Committee worked collaboratively to develop the *EL/Civics Classroom Activity List*, which was then edited, produced, and disseminated by the Adult Learning Resource Center.

The ICCB is grateful to the following programs for providing experienced staff who gave generously of their time and expertise during FY 2013:

Albany Park Community Center	Southwestern Illinois College
Chinese Mutual Aid Association	Township High School District #214
College of Lake County	Triton College
Harry S. Truman College YWCA Elgin	Township High School District #214
Heartland Community College	Waubonsee Community College
Instituto del Progreso Latino	William Rainey Harper College
Lincoln Land Community College	World Relief– Aurora

In FY 2024, the Adult Learning Resource Center updated the *EL/Civics Classroom Activity* List, renaming it *Activities for Illinois IELCE Classes: Integrating Civics & ESL Instruction*. As stated earlier, this new name reflects current federal terminology and WIOA priorities for IELCE programming. Resources and links were updated and information about the alignment of the activities to the Illinois ESL Content Standards was added. The next section addresses alignment with the Illinois ESL Content Standards.

Alignment to the Illinois ESL Content Standards

The instructional activities included in this document are designed to be integrated into ESL instruction in IELCE classes. Each suggested activity addresses one or more of the English Language Proficiency Standards (ELPS) that comprise the *Illinois ESL Content Standards*.

Below and on the next page are examples of ESL standards alignment at three levels. The category of the civics competency in these examples is the Democratic Process (DP).

DP4: Identify the titles of executive leaders of national, state, and local government

High Beginning ESL Level (NRS 3)	English Language Proficiency Standards (ELPS) from the *IL ESL Content Standards*
Classroom Activities: Students are introduced to the titles and names of the President, Vice-President, Governor, and local chief executive (e.g., mayor). Students are shown photos of these leaders and/or visuals that provide a geographic context (e.g., an illustration of the state and the name of the state capital will help students understand that a governor is the head of the state). Students read short descriptions of leaders' roles.	**ELPS 2** • Participate in short conversations and written exchanges about familiar topics and texts. • Present information and ideas. **ELPS 3** • Deliver short oral presentations about familiar texts, topics or events. • Compose simple written narratives or informational texts about familiar texts. **ELPS 5** • Gather information from provided print and digital sources. • Record information in simple notes.
To demonstrate the competency: Students match executive leaders to descriptions of their roles or create a simple diagram of leaders and title/role to share with classmates.	**ELPS 8** • Determine the meaning of frequently occurring words, phrases, and expressions… **ELPS 9** • Introduce an informational topic. • Provide one or two facts about the topic.

Intermediate ESL Level (NRS 4-5)	English Language Proficiency Standards (ELPS) from the *IL ESL Content Standards*
Classroom Activities: In addition to the activities for the High Beginning level, students are introduced to the roles and responsibilities of the executive leaders. Students could also compare the government leadership in the U.S. with that of their native country.	**ELPS 2** • Participate in conversations, discussions & written exchanges. • Build on the ideas of others. • Ask and answer relevant questions. • Add relevant information and evidence. **ELPS 3** • Compose written information texts about familiar texts, topics or events. • Develop the topic with a few details. **ELPS 5**
To demonstrate the competency: Students create a chart of leaders and responsibilities in the U.S. or create an infographic to compare government leadership in the U.S. and their native country.	• Carry out short research projects to answer a question. • Gather information from multiple provided print and digital sources. • Paraphrase key information in a short written or oral report.
Advanced ESL Level (NRS 6)	**English Language Proficiency Standards (ELPS) from the *IL ESL Content Standards***
Classroom Activities: Students explore in more depth the roles and actions of executive leaders. Students read current articles or research information about these leaders. The class may discuss current events in which executive leaders are involved or study a historic event where executive leaders played important roles.	**ELPS 2** • Participate in conversations, extended discussions, and written exchanges… • Refer to specific and relevant evidence from texts or research to support his or her ideas. **ELPS 3** • Deliver oral presentations • Compose written informational texts **ELPS 5**
To demonstrate the competency: Students develop and present short oral reports about one or more executive leaders. Alternatively, students write a brief report about one or more executive leaders.	• Carry out both short and sustained research projects to answer a question or solve a problem.. • Gather information from multiple print and digital sources. • Synthesize information from multiple print and digital sources. • Analyze and integrate information into clearly organized spoken and written texts. **ELPS 7** • Use a wide variety of complex general academic and content-specific words and phrases. **ELPS 9** • Introduce and effectively develop an informational topic with facts details, and evidence.

Illinois IELCE Civics Competencies List

Competencies **in bold** are included in this document.

The Democratic Process (DP)

DP1   Identify the basic rights of immigrants and U.S. citizens.

DP2   Define and explain the importance of voting.

DP3   List the requirements for voting in their communities.

DP4   Identify the titles of executive leaders of national, state, and local government.

DP5   Identify the legislative leaders of national, state, and local government.

DP6   Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).

DP7   Identify ways to contact their elected leaders.

DP8   Contact an elected official to express their opinions.

DP9   Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).

Community Resources (CR)

CR1   Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.

CR2   Call 911 or other police/fire emergency telephone numbers to report an emergency.

CR3   State the laws regarding safe transportation of themselves and their children in motor vehicles (e.g., using seat belts and child car seats, following speed limits).

CR4   Read common traffic and pedestrian signs.

CR5   Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, CPR classes).

CR6   Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).

CR7   Locate, visit, or use a public library in the community and, if applicable, apply for a library card.

CR8   Identify opportunities for volunteer work in the community.

CR9   Use appropriate language and behavior if stopped by the police.

CR10 Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).

The U.S. School System (SC)

SC1 Identify how schools are organized in the U.S. school system (i.e., preschool through college).

SC2 Identify the ages of children that public schools are required to serve.

SC3 Identify the organization of grades and schools within their local school districts.

SC4 Explain the function of school boards.

SC5 Differentiate between public and private schools.

SC6 Describe the similarities and differences between the U.S. school system and the school system in their native countries.

SC7 Identify ways in which parents and community members can participate in schools and interact with school personnel.

SC8 Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).

SC9 Identify sources of financial assistance for vocational and/or post-secondary education.

Health and Wellness (HW)

HW1 Explain the difference between public and private health care.

HW2 Locate public health services in their communities and/or complete an application.

HW3 Complete a health information form, including family medical history, current medications, and allergies.

HW4 Explain the importance of good nutrition and where to find information about it.

HW5 Explain the importance of physical fitness and locate fitness programs in their communities.

HW6 Identify community resources for wellness programs including prenatal care, immunizations, and screenings.

HW7 Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.

HW8 Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Housing (HO)

HO1 Identify types of housing in their communities (e.g., rental, purchase, shelter).

HO2 Locate agencies to assist with finding affordable housing.

HO3 Identify the rights and responsibilities of landlords and tenants.

HO4 Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).

HO5 Report housing problems to landlords, property associations, or other officials.

HO6 Contact utility providers for service or to report a problem.

HO7 Identify resources for resolving housing problems.

HO8 Identify resources for home ownership information.

HO9 Check the references of contractors or solicitors and/or report a complaint against them

Employment (EM)

EM1   Identify job titles, responsibilities, wages, and places of work.

EM2   Describe common employee benefits (e.g., health care, vacation, sick days).

EM3   Identify typical steps in obtaining a job.

EM4   Complete a job application (paper or online), resume, or cover letter.

EM5   Identify local employment agencies, training agencies, and/or resource centers.

EM6   Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).

EM7   Identify typical and illegal job interview questions and how to respond.

EM8   Describe the function of a labor union.

EM9   Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.

EM10 Read and interpret a pay stub.

EM11 Read safety signs and instructions commonly found at work.

EM12 Read and write basic work-related messages.

EM13 Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.

EM14 Describe ways employers may evaluate work performance.

EM15 Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.

Consumer Economics (CE)

CE1   Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.

CE2   Describe the advantages and disadvantages of bank services and check-cashing services.

CE3   Prepare a household budget.

CE4   Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).

CE5   Compare credit and debit cards.

CE6   Define identity theft and describe ways to protect against it.

CE7   Distinguish between legitimate and fraudulent mail, phone, and email solicitations.

CE8   Identify common consumer complaints and locate agencies to help resolve them.

CE9   Identify services provided by notary publics in Illinois and locate notaries in their communities.

CE10 Describe types of insurance (e.g., car, home, life) and/or how to file a claim.

The Democratic Process (DP)

DP2: Define and explain the importance of voting.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students are given an issue affecting the classroom, e.g., what time to take their break. They vote by secret ballot and the results are counted to illustrate the majority rule. Discuss other places people vote (e.g., referendum, school board, workplace union).	*Classroom Activities:* In addition to voting on a classroom issue, students compare and contrast the differences between voting in the U.S. and their native countries.	*Classroom Activities:* Students vote for a class president via secret ballot. Before the election, students participate in nominations and debates/speeches. Students read current articles about elections in the U.S. and other countries.
To demonstrate the competency: Students list of examples of voting.	*To demonstrate the competency:* Students share the similarities and differences between voting in the U.S. and their native countries and explain the role (importance) of voting in each.	*To demonstrate the competency:* Students write a reflection on the classroom election process and/or a summary of the articles and what they learned about voting.
Resources: *Community Connections*, Pictures for Vocabulary Development, pp. 9 – 11; Vocabulary Activity 1-A, p. 16	*Resources:* *Community Connections*, Pre-Reading Activity, p. 13 *Ventures Civics Worksheets* (1st edition)*, p. 78 *Ventures Civics Worksheets* (3rd edition), p. 50	*Resources:* *Community Connections*, Reading Passage 1, pp. 14-15; Vocabulary Activities 1-A and 1-B, pp. 16-17; Comprehension Check, p. 18 Current voting-related articles from the Internet

The Democratic Process (DP)

DP4: Identify the titles of executive leaders of national, state, and local government.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students are introduced to the titles and names of the President, Vice-President, Governor, and local chief executive (e.g., mayor). Students are shown photos of these leaders and/or visuals that provide a geographic context (e.g., an illustration of the state and the name of the state capital will help students understand that a governor is the head of the state). Students read short descriptions of leaders' roles.	***Classroom Activities:*** In addition to the activities for the High Beginning level, students are introduced to the roles and responsibilities of the executive leaders. Students could also compare the government leadership in the U.S. with that of their native country.	***Classroom Activities:*** Students explore in more depth the roles and actions of executive leaders. Students read current articles or research information about these leaders. The class may discuss current events in which executive leaders are involved or study a historic event where executive leaders played important roles.
To demonstrate the competency: Students match executive leaders to descriptions of their roles or create a simple diagram of leaders and title/role to share with classmates.	***To demonstrate the competency:*** Students create a chart of leaders and responsibilities in the U.S. or create an infographic to compare government leadership in the U.S. and their native country.	***To demonstrate the competency:*** Students develop and present short oral reports about one or more executive leaders. Alternatively, students write a brief report about one or more executive leaders.
Resources: *Community Connections*, Pictures for Vocabulary Development, pp. 5-7; Action Research Activity: Elected Leaders Chart, p. 48 Photos of government leaders accessed from the Internet (printed or displayed) *Step Forward 2* (2nd edition), Unit 10: Steps to Citizenship	***Resources:*** *Community Connections*, Reading Passage 2, pp. 39-40; Pair Activity: Understanding State & Local Government, p. 5 VoteSmart.org Illinois State Board of Elections website Local municipality websites	***Resources:*** The American Presidency Project Whitehouse.gov National Governors' Association Powers and Authority webpage

The Democratic Process (DP)

DP5: Identify the legislative leaders of national, state, and local government.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students are introduced to Illinois senators with visuals (photos of senators, IL map).	Students visit www.votesmart.org and type in their zip code or street address to obtain names, photos, and office addresses for state and federal elected officials. (*Note: Street addresses MUST be typed in the following format: 100 Main Street, Anytown, IL 60001.*)	In addition to the activities for High Beginning and Intermediate, students identify the elected leaders in their local municipalities.
Students use legislative district maps to identify their state and federal legislative districts.		Students use www.votesmart.org to explore voting history and public statements of state and federal elected officials. (*Note: Street addresses MUST be typed in the following format: 100 Main Street, Anytown, IL 60001.*)
Students then identify the elected officials in their districts.	Alternatively, students use legislative district maps (in the *Illinois Handbook of Government*) to identify their legislative districts and state/federal elected officials.	
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students identify (orally or written) their legislative districts for state or federal government. They also match visuals to oral or written cues.	Students copy the name, title, address, and phone number of at least one state and one federal official on an index card to keep with them.	Students research, record, and keep contact information of a local, state, and federal official. They may also present their research results to the class.
Resources:	*Resources:*	*Resources:*
VoteSmart.org	IL State Board of Elections website	See High Beginning/Intermediate *Resources*
Congressional Districts Map	*Illinois Handbook of Government*, available online (check the IL Secretary of State website for the most recent version) or contact your local elected official for free hard copies	Local municipality websites
Illinois Handbook of Government (see Intermediate *Resources)*		

The Democratic Process (DP)

DP6: Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
*Classroom Activities***:** The instructor uses visuals to introduce students to courtroom vocabulary and a video to illustrate court proceedings. *To demonstrate the competency:* Students match vocabulary to visual cues. *Resources:* Courtroom images accessed from the Internet WELCOMEtotheLAW YouTube video: Who is Who in the Courtroom	*Classroom Activities***:** Students are introduced to the functions of local, state, and federal courts by watching a video. *To demonstrate the competency:* Students develop a chart to illustrate various court functions. *Resources:* *Ventures Civics Worksheets* (1st edition)*, p. 77* *Ventures Civics Worksheets* (3rd edition), p. 63 WELCOMEtotheLAW YouTube video: Introduction to U.S. Court System	*Classroom Activities***:** Students find and read articles on current court proceedings from local, state, or federal courts. *To demonstrate the competency:* Students make an oral or written presentation on the cases they read about. *Resources:* Current news articles about Supreme Court proceedings or state/local court decisions WELCOMEtotheLAW YouTube video: Some Legal Terminologies

Community Resources: (CR)

CR1: Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
***Classroom Activities*:** Students are given pictures depicting emergencies and non-emergencies. After briefly discussing each scenario as a whole class, students divide into groups and distinguish which ones are emergencies and which ones are not. As a class, students compile a list of emergency phone numbers for their city or county.	***Classroom Activities*:** Students are shown pictures of emergencies and non-emergencies, or listen to 911 emergency audio and mark "E" for emergency and "NE" for non-emergency. Students also listen to two conversations and circle the correct information in the forms provided.	***Classroom Activities*:** Students read about emergency and non-emergency situations (see Resources below). Students then work in groups to compile a list of important telephone numbers using the Yellow Pages or local municipality websites (see Resources below). The instructor chooses several emergency or non-emergency situations and quizzes students on what number they should call for each situation.
To demonstrate the competency: Using a worksheet, students classify ten basic situations as emergency or non-emergency situations.	***To demonstrate the competency:*** In pairs, students sort various situations into emergencies and non-emergencies.	***To demonstrate the competency:*** Students create a guide for emergency and non-emergency situations and phone numbers to call.
Resources: County or city website for emergency and non-emergency phone numbers *Community Connections*, Pictures for Vocabulary Development, pp. 59-61 REEPWorld Emergencies, Lesson 1: Emergency Vocabulary ELCivics.com Emergencies Lesson *Step Forward 2* (2nd edition), Unit 11: Deal with Difficulties	***Resources:*** REEPWorld Emergencies, Lesson 1: Emergency Vocabulary ELCivics.com Crossword Puzzle – Emergencies (scroll down to access PDF) Blair Skinner YouTube video: Pinellas County 911 ESL Part 1 *Ventures Civics Worksheets* (1st edition), pp. 11, 37 *Ventures Civics Worksheets* (3rd edition), pp. 8, 39	***Resources:*** Local Yellow Pages or municipality websites *Community Connections*, Reading Passage, p. 83; Action Research Activity: Important Telephone Numbers, p. 95; Pair Activity: Calling For Help, p. 99 YouTube videos for non-emergency 911 calls: • Kid Calls 911 for Help with Math Homework • Kindergartner Calls 911 • Non-emergency 911 Calls • When to Call 911 • When NOT to call 911

Community Resources: (CR)

CR2: Call 911 or other police/fire emergency telephone numbers to report an emergency.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students review the criteria for life threatening emergencies and non-emergencies. The instructor gives students written situations and students sort these into the appropriate categories. Students learn what information is required when reporting an emergency. They then participate in a role-play: one plays an individual reporting an emergency and the other a 911 operator.	Students listen to a 911 recording and orally answer comprehension questions about the audio. Given a scenario, students role-play a conversation for a 911 call. Students complete a cloze activity between an EMT and a 911 caller (see *Future* in *Resources*).	In small groups, students discuss experiences they have had with emergency services in the U.S. Through class discussion, students compare and contrast the process for reporting life-threatening emergencies in the U.S. and in their native countries.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students role play a call to 911. Students independently complete a card or document with important information to use when calling 911.	Students complete the same activities as High Beginning students, but also write a short paragraph detailing what to do before, during, and after a 911 call.	Students prepare a short essay or presentation comparing and contrasting the protocol for reporting emergencies in their country and the U.S. They share their work with a small group or present to the class.
Resources:	*Resources:*	*Resources:*
Community Connections, Pictures for Vocabulary Development, pp. 59-61; Dialogues 1-3, pp. 91-93; Emergencies, Non-Emergencies, p. 83 TinkerbellChime.com Emergencies Quiz ELCivics.com Worksheets – Calling 911 (scroll down to access PDF) *Life Skills and Test Prep 2*, pp. 153-154 *Ventures Civics Worksheets* (3rd edition), pp. 17, 19	*Future 2* (2nd edition), Unit 11: Call 911! *Future 4* (2nd edition), Unit 8: How Are You Feeling? *Ventures Civics Worksheets* (1st edition), pp. 10, 37 *Ventures Civics Worksheets* (3rd edition), pp. 17, 39 911.gov website	Randall's ESL Cyber Listening Lab: Roadside Assistance Eugene, OR Police Department 911 Call Scripts 911.gov website *Step Forward 4* (2nd edition), Unit 5: Safe and Sound

Community **Resources:** (CR)

CR4: Read common traffic and pedestrian signs.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
*Classroom Activities***:**	*Classroom Activities***:**	*Classroom Activities***:**
Students learn vocabulary for pictures of traffic and pedestrian signs. Students work in groups to match pictures of traffic and pedestrian signs with vocabulary or definition.	In addition to the High Beginning activities, students use flash cards to play Bingo with traffic and pedestrian signs.	Students read and complete materials from the Illinois Driver's Services that are used to prepare for the driver's exam, focusing on traffic sign identification.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students match traffic signs with their correct meaning on a written worksheet.	Students describe the meaning of common signs orally or in writing.	Students complete the written exam on "Traffic Sign Identification" from the *Illinois Rules of the Road Review Course* workbook (see Resources below).
Resources:	*Resources:*	*Resources:*
ELCivics.Com Traffic Signs PowerPoint lesson Quizlet Vocabulary Flashcards (user rrodriguez426): Traffic Signs *Oxford Picture Dictionary,* Second Edition, "Traffic Signs" and "Directions and Maps," pp. 154-155 *Life Skills and Test Prep 2*, p. 60	*Life Skills and Test Prep 2,* p. 60 *Future 3* (2nd edition), Unit 7: Getting There Safely *Ventures Civics Worksheets* (1st edition), p. 8 *Ventures Civics Worksheets* (3rd edition), p. 15	*Illinois Rules of the Road Review Course* workbook, available online (visit IL Secretary of State website for the most recent version)

The U.S. School System (SC)

SC5: Differentiate between public and private schools.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students learn basic vocabulary (e.g., public, private, property tax, tuition). Students match characteristics of a public school and a private school.	*Classroom Activities*: Students brainstorm characteristics of public and private schools, then write short sentences or fill in an organizer such as a Venn diagram or T-chart to compare and contrast public and private schools. Students use the Internet to find public and private schools in the local area and fill out a chart with their names, where they are located, and what curricula they offer.	*Classroom Activities*: Students discuss advantages and disadvantages of public and private schools, factors that influence a parent's decision on school choice, how a parent can evaluate a school, types of private schools, etc. Students participate in a jigsaw activity using articles on public and private schools from the Great Schools website below.
To demonstrate the competency: Students complete simple sentences about their family members or friends' families, e.g., *My child goes to a public / private school.* *The name of the school is _____.* *It's in _____ (city).*	*To demonstrate the competency:* Students complete an instructor-created worksheet with characteristics of both public and private schools listed. Students identify each by writing "public" or "private" next to each statement.	*To demonstrate the competency:* Groups of students develop questions to ask a public school principal relevant to a parent's decision to enroll his or her child the school. Pairs perform role plays based on the questions.
Resources: *Community Connections*, Pictures for Vocabulary Development, p. 147	*Resources:* *Community Connections*, Reading Passage, p. 169 Local school websites *Ventures Civics Worksheets* (1st edition), pp. 41, 69 *Ventures Civics Worksheets* (3rd edition), p. 32, 80	*Resources:* GreatSchools.org has several resources; the two listed here can support the activities above: • Video: A Guide to Private Schools • Article: Public vs. Private vs. Charter Schools

The U.S. School System (SC)

SC7: Identify ways in which parents and community members can participate in schools and interact with school personnel.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Using pictures, students learn basic vocabulary of ways parents and community members participate or interact with schools (e.g., open house, parent/teacher conference, volunteer)	Students list ways that parents can participate in their children's schools, e.g., visit school/child's classroom; attend parent/teacher conferences; communicate with child's teacher often; volunteer for a school activity or event. Students discuss the importance of parental involvement. Students who are parents tell instructor what they have done so far.	Students read the article "Tips for Parents: Parent-Teacher Conferences," then brainstorm a list of questions for a parent to ask at a parent/teacher conference. (Note: For a more rigorous reading, see also "Tips for Successful Parent-Teacher Conferences at Your Child's School" in *Resources,* below.)
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students match vocabulary with visuals. Students complete personal statements, e.g., *I can participate in my child's school. I can _____*	Students interview each other about school participation, asking questions such as: Are you a parent? Do you have a child in school? How do you participate in your child's school?	Students role-play a parent/teacher conference. Students report lesson outcomes on what they did to become involved or on what they are going to do.
Resources:	*Resources:*	*Resources:*
Community Connections, Pictures for Vocabulary Development, pp. 156-157 Local school district websites *Future 2* (2nd edition), Unit 9: Parents and Children	*Community Connections,* Reading Passage, pp. 170-171; Dialogues 1-4, pp. 180-183 *Future 3* (2nd edition), Unit 3: Going to School *Rights and Responsibilities: Reading and Communication for Civics*, p. 57 *Ventures Civics Worksheets* (1st edition), pp. 45 *Ventures Civics Worksheets* (3rd edition), p. 58	Colorín Colorado: Tips for Parents: Parent-Teacher Conferences (Note: This article is available as a PDF, which is recommended if printing for students) Colorín Colorado: Tips for Successful Parent-Teacher Conferences at Your Child's School *Future 4* (2nd edition), Unit 9: Partners in Education FamilyEducation.com: "The Parent-Teacher Conference: 5 Must-Ask Questions"

The U.S. School System (SC)

SC8: Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
***Classroom Activities*:** Using visuals, students learn key vocabulary (e.g., lunch programs, special education services, after school activities, etc.). They then brainstorm a list of the additional school services they have accessed or know are provided in local schools.	***Classroom Activities*:** In addition to the activities for the High Beginning level, students view local school district websites to research additional services offered. Students compare the services provided in two or more school districts. Students review school application forms for various additional services.	***Classroom Activities*:** In addition to the activities for the Intermediate level, students describe personal experiences with a school district's services. Students role-play a telephone conversation requesting assistance with obtaining services and/or information about services.
To demonstrate the competency: Students identify the pictures and vocabulary through vocabulary match, fill-in the blank, and sentence completion activities.	***To demonstrate the competency:*** Students recommend specific additional services for case study scenarios (developed by teacher). Students complete a Venn or other organizer to compare two local school districts' services.	***To demonstrate the competency:*** Students perform skits or role plays where parents discuss service needs with school personnel. Students create a guide to services offered by local school districts that could be shared with students in other classes.
Resources: *Community Connections*, Pictures for Vocabulary Development, pp. 154-155	***Resources:*** Local school district websites, programs, and services *Community Connections*, Reading Passage, p.170 *Ventures Civics Worksheets* (1st edition), p. 36 *Ventures Civics Worksheets* (3rd edition), p. 42	***Resources:*** GreatSchools.org: "The school visit: what to look for, what to ask"

Health and Wellness (HW)

HW3: Complete a health information form, including family medical history, current medications, and allergies.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
***Classroom Activities*:**	***Classroom Activities*:**	***Classroom Activities*:**
Using visuals and realia, students learn to identify prescription vs. over-the-counter drugs.	Using sample forms and visuals, students identify common diseases and conditions listed on medical history forms and diseases important for family medical history.	In addition to the diseases studied in the Intermediate activity, students explore common inherited diseases through reading and Internet research. Students identify diseases in their own families.
Students also identify common allergies (plant, food) and reactions (rash, itching).		
To demonstrate the competency:	***To demonstrate the competency:***	***To demonstrate the competency:***
Students fill out a simplified form about medication and basic allergies.	Students fill out a multiple-page form listing illnesses in family, medications, and allergies.	Students fill out an authentic form from a doctor's office or hospital listing family history, medications, and allergies. Alternatively, students fill out a form based on a story read by the teacher (see lincs.ed.gov page in *Resources*).
Resources:	***Resources:***	***Resources:***
REEPWorld lesson: Health Problems	*Ventures 3* (3rd edition), Unit 4: Health	Authentic medical forms found on the Internet from local hospital or doctors
Lifeskills and Test Prep 2, pp. 134-135	*Lifeskills and Test Prep 2*, pp. 134-135	LINCS resource: Research-Based Health Literacy Materials and Instruction Guide
Oxford Picture Dictionary, Second Edition, "Illnesses and Medical Conditions," p. 111	*Oxford Picture Dictionary*, Second Edition, "Illnesses and Medical Conditions," p. 111	Agency for Healthcare Research and Quality: Tools to Help Patients Communicate Their Needs
Ventures Civics Worksheets, (3rd edition), pp. 6, 7	Copian.ca Library: Filling Out Medical Forms lessons	

Health and Wellness (HW)

HW4: Explain the importance of good nutrition and where to find information about it.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Using the food pyramid and/or the new "My Plate" food recommendation, students are introduced to the basic food groups. Students identify common foods with visuals to place them into the food groups.	In addition to identifying the food groups as in the High Beginning activity, students read nutrition labels on packaged food and learn what foods have high or low contents of the various components listed (fats, carbohydrates, sugar, sodium, etc.).	Students explore the importance of healthy eating by reading about the food pyramid and My Plate as well as how to read Nutrition Facts labels (as in Intermediate activities). Students further explore the role of healthy eating and a balanced diet in healthy lifestyle.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students identify foods by writing names under pictures and then marking the food group in which the item belongs. Alternatively, students fill out "Make Your Own Food Pyramid" using handout on pp. 21-22.	Students compare food labels for similar products from different manufacturers to find which is healthier. Students also bring in a food item from home and tell the class about its nutritional value.	Students prepare a menu for a day of healthy meals and present it to the class. Alternatively, students talk about changes they have made (or would like to make) in their own diets.
Resources:	*Resources:*	*Resources:*
MyPlate.gov Food Group Gallery *Step Forward 2* (2nd edition), Unit 7: What's for Dinner? *Additional resources on following pages*	*Ventures 3* (3rd edition), Unit 4: Health KidsHealth.org article: "Figuring out Food Labels" Centers for Disease Control Food Labels ELCivics.com Healthy Foods lesson	KidsHealth.org MyPlate Food Guide Food and Drug Administration Food Labeling & Nutrition resources

Health and Wellness (HW)

HW4: Explain the importance of good nutrition and where to find information about it.

Continued from previous page

Make Your Own Food Pyramid!

Write down everything you ate yesterday. Include meals, snacks, and drinks.

Morning

Afternoon

Evening

Health and Wellness (HW)

HW4: Explain the importance of good nutrition and where to find information about it.

Continued from previous page

Now put the foods you ate into Food Group Categories:
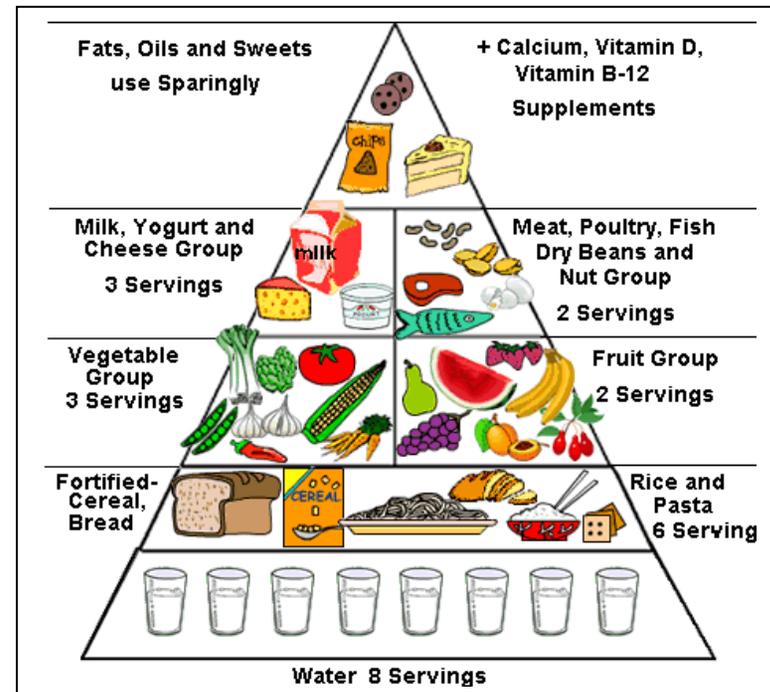Fats, Oils, and Sweets (A little)

Milk, Yogurt, and Cheese Group (2-3 servings)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (2-3 servings)

Fruit Group (2-4 servings)

Vegetable Group (3-5 servings)

Bread, Cereal, Rice and Pasta (6-11 servings)

Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
***Classroom Activities*:**	***Classroom Activities*:**	***Classroom Activities*:**
With pictures, introduce learners to various crisis situations that may need intervention. Students practice asking for help in a crisis situation. Students work together to create a contact list with contact information for organizations in the community offering crisis services.	In addition to the activities for the High Beginning level, students compare crisis services in the U.S. with that of their native countries.	In addition to the activities for the beginning and intermediate levels, students work in groups to create a skit/dialogue requesting crisis services.
To demonstrate the competency:	***To demonstrate the competency:***	***To demonstrate the competency:***
Students match vocabulary to pictures depicting crisis situations. Students complete a contact list for crisis service resources in their communities.	Students complete a cultural comparison activity worksheet and share it with the class.	Students present their skit/dialogue to the class.
Resources:	***Resources:***	***Resources:***
Community Connections, Pictures for Vocabulary Development, pp. 210-212; Vocabulary Activity 2-B, p. 228 Websites of local community resources Action Research Activity (see following page)	*Community Connections*, Reading Passage, pp. 222-224; Vocabulary Activity 2-B, p. 228 Websites of local community resources *Ventures Civics Worksheets* (1st edition), p. 71 *Ventures Civics Worksheets,* (3rd edition), p. 84 Cultural Comparison Activity (see following pages)	*Community Connections*, Dialogue 3: Reporting Domestic Violence, p. 232 Websites of local community resources Prevent Child Abuse Illinois: Home page Illinois Coalition Against Domestic Violence: Resources National Institute on Drug Abuse: Classroom resources National Alliance on Mental Illness: Home page

Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Continued from previous page

Action Research Activity: Crisis Services in Your Community

Directions: Work together as a class or in small groups with other students. Use a telephone directory and/or the Internet to find the nearest community resources for each crisis below:

- domestic violence
- child abuse
- substance abuse
- mental health

Write the names, addresses, phone numbers and websites in the chart below.

Name	Address	Phone Number	Internet Address

Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Continued from previous page

Cultural Comparison Activity: Crisis Services

Directions: Think about crisis services in your native country and in the United States. Discuss the answers to the questions below with your classmates. (Optional: Write the information in the chart.)

	In _____ (native country)	In the U.S.
1. Do community hospitals provide crisis services?		
2. How can people get help for domestic abuse?		
3. How can people get help for child abuse?		
4. How can people get help for substance abuse?		
5. How can people get help for mental health issues?		

Housing (HO)

HO1: Identify types of housing in their communities (e.g., rental, purchase, shelter).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	***Classroom Activities:***	***Classroom Activities:***
Through pictures, students learn the names of different types of housing (e.g., single family home, condominium, apartment, townhouse, mobile home). Students tell the class which type of housing they live in. With their instructor, students take a walk through the community around the school and identify the different housing types of housing they see during their walk.	In addition to the High Beginning activities, students learn features of each type of housing (e.g., bedroom, bathroom, garage, air conditioning) and the corresponding advertisement abbreviations of these features. Students read classified advertisements for housing options in the local paper and find an advertisement for a place they would like to live. They then describe this place to the class.	In addition to the Intermediate activities, students compare housing types and housing costs in their native countries with housing options and costs in the United States. They also compare effective ways of locating appropriate housing in their native countries with ways of locating housing in their local communities.
To demonstrate the competency:	***To demonstrate the competency:***	***To demonstrate the competency:***
Students match picture flashcards with printed vocabulary words. They also work together to make a class chart on the board, indicating how many students live in which type of housing.	Students prepare two mock classified advertisements: one for their current home and one for their dream home.	Students make oral or written presentations comparing and contrasting housing options and costs in their native countries and the United States.
Resources:	***Resources:***	***Resources:***
Images of housing types from the Internet *The Heinle Picture Dictionary*, Second Edition, "Types of Homes," pp. 62-63 *Oxford Picture Dictionary*, Second Edition, "Different Places to Live," p 52 ELCivics.com: ESL Housing Lesson	Housing advertisements (print or online – see Advanced resources for housing websites) *Ventures Civics Worksheets* (1st edition), p. 31 *Ventures Civics Worksheets* (3rd edition), p. 55 *Life Skills & Test Prep 2*, pp. 116-119	Quicken Loans: 9 Most Popular Types of Houses Realtor.com Home Search Zillow.com Home Search

Housing (HO)

HO3: Identify the rights and responsibilities of landlords and tenants.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students learn key rights and responsibilities of landlords and tenants through pictures. Students brainstorm and list additional rights and responsibilities of tenants and landlords, and describe personal experiences.	***Classroom Activities:*** In addition to the activities for the High Beginning level, students read about tenant and landlord rights and responsibilities (see Resources below). Students read the section on Landlords and Tenants in the *Community Connections* Reading Passage (see Resources below) and work in pairs to answer comprehension questions.	***Classroom Activities:*** In addition to the activities for the Intermediate level, students work in small groups to write questions about the landlord/tenant rights and responsibilities of greatest interest to them. The instructor invites a guest speaker such as a local housing authority representative or an official from the Illinois Department of Human Rights to visit the class and answer students' questions.
To demonstrate the competency: Students sort flashcards or fill out a simple T chart to show which rights and responsibilities belong to landlords or tenants.	***To demonstrate the competency:*** In small groups, students discuss comprehension questions related to the readings. Pairs complete the Pair Activity: Tenant and Landlord Responsibilities from *Community Connections* (see Resources below).	***To demonstrate the competency:*** Students ask the guest speaker the prepared questions and take notes on the answers. Following the presentation, students discuss the information shared by the presenter. Pairs then write short summaries or make short oral presentations of the key information.
Resources: *Community Connections*, Pictures pp. 246-248	***Resources:*** *Community Connections*, Reading Passage, p. 269; Pair Activity p. 283 *Life Skills and Test Prep 3*, pp. 110-113 *Ventures Civics Worksheets* (1st edition), p. 65 *Ventures Civics Worksheets* (3rd edition), p. 71 US Landlord.com: Landlord and Tenant Rights and Laws	***Resources:*** *Stand Out 5* (3rd edition), Unit 4: Housing *Community Connections*, Experiential Activities, p. 285 *Future 4* (2nd edition), Unit 6: Moving In Illinois State Bar Association: Guide to Landlord-Tenant Law *Life Skills and Test Prep 4*, pp. 174-175

Housing (HO)

HO4: Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: The instructor shows students pictures of a homeowner, a tenant, a landlord, and a lease, and asks: *Do you rent or own the property where you live?* *Do you pay rent or pay a mortgage?* *Do you have a written contract (lease) with the landlord?* The instructor 1) prepares a list of 7-10 vocabulary words commonly found in a rental lease agreement with their definitions and sample sentences, and 2) gives students a copy of a rental lease agreement with missing vocabulary words.	*Classroom Activities*: The instructor explains that "landlord" and "tenant" are sometimes referred to as "lessor" and "lessee" or "owner" and "resident." Find or bring in examples of leases and rental agreements (see Resources below). In pairs, students compare and contrast leases using a Venn diagram to show the inclusion and exclusion of various items such as: Security Deposit and Interest Late fee Furniture and Appliances Maintenance Extended Absence Utilities Damage Pets Garbage Disposal Insurance Noise Subleasing	*Classroom Activities*: In addition to the activities for the Intermediate level, students read and discuss the terms and conditions in a standard rental lease agreement.
To demonstrate the competency: Students use the vocabulary list to fill in the missing words from the incomplete rental lease agreement. Students check their accuracy by comparing their lease with the complete rental lease agreement.	*To demonstrate the competency:* Upon completion of the compare/contrast graphic organizer (Venn diagram), students present it to their classmates.	*To demonstrate the competency:* Students work in groups to determine the most important components of a rental agreement and present their reasoning to classmates. Alternatively, students could work in groups to write a sample rental agreement.

Housing (HO)

HO4:   Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).

Continued from previous page

Resources:	*Resources:*	*Resources:*
Community Connections, Pictures for Vocabulary Development, pp. 246-247 SimplifyEm.com: Property Management Forms	MrLandlord.Com: Sample Lease AskNagel.com: Helpful Tools Enchanted Learning Graphic Organizers *Ventures Civics Worksheets* (1st edition), p. 63 *Ventures Civics Worksheets* (3rd edition), p. 65	Tenant.net: Chicago Tenants' Rights pamphlets Tenants-Rights.org The Balance Small Business: Security Deposit Law *Life Skills and Test Prep 4*, pp. 174-175

Housing (HO)

HO5: Report housing problems to landlords, property associations, or other officials.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
*Classroom Activities***:**	*Classroom Activities***:**	*Classroom Activities***:**
Students examine pictures of household problems and repairs. Students discuss housing problems they or friends have experienced. The instructor lists the problems on the board and asks what actions they or their friends could take to fix the problems. Students read sample dialogues between tenant and landlord and sample messages from the tenant to the landlord in which the tenant requests that repairs be made.	In addition to the activities for High Beginning level, students inspect their or a friend's apartment using a "Housing Code Checklist" to determine if the residence is up to code. They also check their lease to see if they are responsible for fixing any potential housing problems.	Students research the "Housing Code Enforcement Department" in their community. The instructor invites a Tenants' Rights community organizer to visit the class and provide technical assistance for students to create a tenant association. Before the visit, students prepare questions for the speaker.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Individually or in pairs, students write a dialogue or letter to their landlord describing a housing problem and asking that repairs be made.	Using a graphic organizer, students report their findings from their inspections and identify which problems they are responsible for fixing and which problems the landlord is responsible for fixing.	Students ask the guest speaker the prepared questions and take notes on the answers. Following the presentations, students discuss and compare their answers. Students organize a mock tenant association. They write the association's mission statement and plan a mock demonstration to demand correction of housing code violations.

Housing (HO)

HO5: Report housing problems to landlords, property associations, or other officials.

Continued from previous page

Resources:	*Resources:*	*Resources:*
Oxford Picture Dictionary, Second Edition, "Finding a Home," pp. 48-49 "Household Problems and Repairs," pp. 62-63	Residential Landlord and Tenant Ordinances found on the Internet from Tenants-Rights.org or other websites	Residential Landlord and Tenant Ordinances found on the Internet from Tenants-Rights.org or other websites
Community Connections, Pictures for Vocabulary Development, p. 248; Pictures for Group Story Writing, pp. 265-267; Writing Activity, p. 282; Experiential Activities, p. 285	Enchanted Learning Graphic Organizers	*Future 4* (2nd edition), Unit 6: Moving In
Ventures 2 (3rd edition)*,* Unit 9: Daily Living	*The Heinle Picture Dictionary*, Second Edition, Household Problems, pp. 76-77	Illinois Legal Aid Online: House and Apartment Resources
Ventures Civics Worksheets (1st edition), p. 3	Randall's ESL Cyber Listening Lab: Home Complaints	*Life Skills and Test Prep 4*, pp. 176-177
Ventures Civics Worksheets (3rd edition), p. 29	ESLFast.com Renting an Apartment	
Literacy Minnesota: Housing Lesson (Week 2)		
Life Skills and Test Prep 2, pp. 120-121, 124		

Employment (EM)

EM2: Describe common employee benefits (e.g., health care, vacation, sick days).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students learn basic vocabulary related to benefits (e.g., health insurance, vacation, sick day). Students name or write a list of benefits they have now, had in the past, or want in the future.	Students sort benefits according to their own criteria. Pairs share and explain their classifications to the class. Students research available jobs on the internet and list benefits they find.	Students participate in a jigsaw activity. In groups of four, individual students read about four benefits from one of the articles below, then explain the benefit to others in their group. Students rank benefits according to personal importance, then discuss their priorities with a partner.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students match benefits vocabulary to pictures or simple definitions.	Students work together to define benefits. Students identify common benefits and explain which are most important to them.	Students list benefits in order of personal priority and write a short paragraph explaining their ranking.
Resources:	*Resources:*	*Resources:*
Ventures Civics Worksheets (1st edition), p. 24 *Ventures Civics Worksheets* (3rd edition), p. 25	Quizlet Vocabulary Flashcards (user kborne): Employment Pay and Benefits vocabulary *Stand Out 3* (3rd edition), Unit 7: On the Job Job search websites: • Indeed.com • Monster.com • ZipRecruiter.com	GCF Learn Free: Understanding Your Pay, Benefits, and Paycheck The Balance Careers: Understanding Your Employee Benefits

Employment (EM)

EM10: Read and interpret a pay stub.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students view sample pay stubs with key sections labeled. Students locate key information on sample pay stubs having different formats.	In addition to the activities at the High Beginning level, students identify the difference between earnings and deductions and give some examples of each. Students check the gross pay amount on sample pay stubs by looking at the rate, time, and/or additional earnings.	Students examine more closely the difference between taxes, social security, Medicare, union dues, and other possible deductions on sample pay stubs.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students identify the different parts of the pay stub – earnings, deductions, rate, pay, personal information (address, SS#, etc.).	In groups, students identify total earnings and total deductions on sample pay stub and calculate to check the net pay shown.	Using their own pay stubs or samples provided by the teacher, students present oral reports to explain the deductions for taxes, SS, health insurance, union dues, etc.
Resources:	*Resources:*	*Resources:*
Rights and Responsibilities: Reading and Communication for Civics, p. 41 Federal Reserve Bank of St. Louis: It's Your Paycheck! Curriculum Unit A: Know Your Dough	*Stand Out 3* (3rd edition), Unit 7: On the Job Sample pay stubs from the internet PBS Learning Media lesson: Taxes—Where Does Your Money Go?	Sample pay stubs from the internet GCF Learn Free: Understanding Your Pay, Benefits, and Paycheck Clearpoint Credit Counseling: How to Read Your Pay Stub

Employment (EM)

EM11: Read safety signs and instructions commonly found at work.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students learn basic safety sign vocabulary (e.g., caution, fire alarm, high voltage) using pictures of common safety signs.	In addition to the activities for the High Beginning level, students read safety instructions (e.g., emergency evacuation procedures) Students discuss safety signs and instructions that are used at their work places.	Students discuss safety signs and/or instructions and how they relate to workplace safety. Teachers (or students) read and discuss OSHA safety information (see Resources below). Students may also compare safety signs and/or workplace instructions used in their own countries with those used in the U.S
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students play Safety Sign Bingo in small groups to match signs to labels.	Students fill in a chart labeling pictures of safety signs. Students put workplace instruction strips into correct order using actual workplace instructions.	Students present in groups examples of workplace instructions developed during their group discussions and/or ones used in their home countries.
Resources:	*Resources:*	*Resources:*
Ventures Civics Worksheets (1st edition), p. 25 *Ventures Civics Worksheets* (3rd edition), p. 27 *Oxford Picture Dictionary*, Second Edition, "Job Safety," p. 179 Hopelink Adult Education: Safety On The Job lesson	*Life Skills & Test Prep 2*, p. 177 *Stand Out 3* (3rd edition), Unit 7: On the Job Actual workplace instructions from local businesses, cut into sentence strips.	That Animation House (YouTube): General Safety Rules Illinois Department of Labor: Illinois OSHA *Step Forward 4* (2nd edition), Unit 9: Take Care

Employment (EM)

EM12: Read and write basic work-related messages.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students read sample work-related messages (e.g., notices about safety meetings or schedule changes, accident reports, vacation request forms, phone messages)	In addition to High Beginning activities, students brainstorm a list of purposes for written work-related messages.	In addition to High Beginning and Intermediate activities, students write a message to their employer about needing time off, equipment, IT assistance, etc.
Students fill out a sample workplace message following a template.	Students read and discuss samples of workplace messages brought in by the teacher or students.	Students discuss and summarize work-related messages collected from their own jobs.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students answer questions or explain the purpose and key content of simple work-related messages such as those listed above.	Students write simple work-related messages, such as vacation requests or schedule change announcement.	Pairs write work-related messages that apply to their own workplaces and share with the class. Students who are not working can be paired with a partner who is employed.
Resources:	*Resources:*	*Resources:*
Future 2 (2nd edition), Unit 12: The World of Work	Authentic writing samples from students' workplaces or other workplaces	Authentic samples from students' workplaces or other workplaces
Hopelink Adult Education: Accident Reports	Answers.com: Sample Workplace Schedule Change memo	eHow.com: How to Write a Memo to Your Employees
Hopelink Adult Education: Message Forms	*Stand Out 4* (3rd edition), Unit 7: On the Job	*Stand Out 5* (3rd edition), Unit 7: The Office

Consumer Economics (CE)

CE1: Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	*Classroom Activities*:	*Classroom Activities*:
Students learn basic vocabulary related to financial services options (e.g., currency exchange, withdrawal, deposit, cash, etc.). Student pairs complete an information-gap activity featuring information on local financial service providers' locations, services and fees.	Students read simple bank statements, deposit slips, and receipts. Students carry out a jigsaw activity using specific information from 3-5 financial service providers in the community.	Students research and prepare oral presentations on various financial service options in the community.
To demonstrate the competency:	*To demonstrate the competency:*	*To demonstrate the competency:*
Students match financial services to written descriptions or picture prompts. Students role play asking for basic information or services (e.g., depositing money, buying a money order, etc.) from a financial service provider.	Students complete a compare/contrast graphic organizer that shows the similarities and differences between various financial service options.	Students describe local financial services in presentations to the class.
Resources:	*Resources:*	*Resources:*
Ventures Civics Worksheets (1st edition), p. 1 *Ventures Civics Worksheets* (3rd edition), p. 21 *Oxford Picture Dictionary*, Second Edition, p. 132, "The Bank" Realia from financial service providers in the community (e.g., bank statements, deposit slips, receipts)	*Life Skills and Test Prep 2*, pp. 90-91, 94-95 Find A Better Bank Bank Search	Finder.com Checking Account Finder Lifehacker.com article: "Find a Good Local Bank"

Consumer Economics (CE)

CE3: Prepare a household budget.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities:	***Classroom Activities:***	***Classroom Activities:***
Students learn basic vocabulary related to a household budgeting (e.g., budget, earn, spend)	Students compare various neighborhood stores and prices for products or routine services.	Students make and present a comprehensive household budget for themselves, their families, or an imaginary family.
Using a simple budgeting worksheet, students create a monthly household budget for themselves.	Students brainstorm ways to reduce expenditures and increase revenues.	
Students play the Bean Game (see Resources below), a simulated budget awareness game.	Students play the Bean Game (see High Beginning Resources below), a simulated budget awareness game.	
To demonstrate the competency:	***To demonstrate the competency:***	***To demonstrate the competency:***
Students sort sample sources of household income and expenses.	Students make a monthly household budget and track it for a period of time (week, month).	Students make a detailed monthly household budget and track it for a period of time.
Students make a simple monthly household budget.	Students complete a chart comparing prices for products at nearby stores.	Students give oral presentations or make posters about how to decrease expenditures and increase revenues.
Resources:	***Resources:***	***Resources:***
RamseySolutions.com: Quick-Start Budget form	*Ventures Civics Worksheets* (1st edition)*,* p. 66	Budget Worksheets.org: Downloadable Worksheets
Consumer.gov lesson plan: Making a Budget (PDF)	*Ventures Civics Worksheets* (3rd edition), p. 68	ZenHabits.net: The Cheapskate Guide
Finance in the Classroom: The Bean Game (PDF)	Consumer.gov lesson plan: Making a Budget	Google Applied Digital Skills lesson: Track Your Monthly Expenses
	KQED.org: Financial Literacy Resources	
	Stand Out 4 (3rd edition), Unit 2: Personal Finance	

Consumer Economics (CE)

CE5: Compare credit and debit cards.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
Classroom Activities: Students are shown photos of credit and debit cards and/or examples of credit cards that come free in the mail. Students make a list of situations where credit and debit cards are often used. *To demonstrate the competency:* Students identify credit and debit cards and describe the difference between the two. *Resources:* *Ventures Civics Worksheets* (1st edition), p. 1 *Ventures Civics Worksheets* (3rd edition), p. 21 KQED.org: Financial Literacy Resources *Future 1* (2nd edition), Unit 5: Shop, Shop, Shop	*Classroom Activities*: In addition to the activities for the High Beginning level, students compare usage of credit and debit cards in their countries Students create a simple list of the pros and cons of debit and credit cards. *To demonstrate the competency:* Students complete a simple graphic organizer or chart showing the pros and cons of credit and debit cards. *Resources:* Consumer.gov www.consumer.gov *Stand Out 4* (3rd edition), Unit 2: Personal Finance KQED.org: Financial Literacy Resources Bank of America Better Money Habits: Credit vs. Debit	*Classroom Activities*: In addition to the activities for High Beginning and Intermediate levels, students explore in depth the pros and cons of debit and credit cards. Students read about ways to reduce credit card debt and present to the class. *To demonstrate the competency:* Students make individual or group presentations to the class on how to use credit and debit cards wisely. *Resources:* Investopedia.com: Debit Card vs. Credit Card CreditKarma.com: The Difference between a Debit Card and a Credit Card

Appendix: Cited ESL Texts

Community Connections   *Curriculum*

[Community Connections Downloadable PDFs](#)

> Bohlman, C., Martin, L. & Porter, C. (2003). *Community Connections: Education for Involved Communities*. Des Plaines, IL: Adult Learning Resource Center.

Future (2nd Edition)   *Series*

[Future: English for Work, Life, and Academic Success](#)

> Fuchs, M., Johnson, L., Lynn, S., & Schoenberg, I. (2019). *Future 1* (2nd ed.). Hoboken, NJ: Pearson Education.
> Lynn, S. & Long, W.P. (2019). *Future 2* (2nd ed.). Hoboken, NJ: Pearson Education.
> Schoenberg, I. & Gramer, M. (2019). *Future 3* (2nd ed.). Hoboken, NJ: Pearson Education.
> Curtis, J. (2019). *Future 4* (2nd ed.). Hoboken, NJ: Pearson Education.

Life Skills and Test Prep   *Series*

[Work & Life Skills and Test Prep](#) (Note: this link will take you to the newer online resource.)

> Warren, T. (2007). *Life Skills and Test Prep 1.* White Plains, NY: Pearson Longman.
> Magy, R. & Pomann, H. (2007). *Life Skills and Test Prep 2*. White Plains, NY: Pearson Longman.
> Pomann, H., Pomann, J., Cardenas, W., & Rivera Chabrier, R. (2009). *Life Skills and Test Prep 3*. White Plains, NY: Pearson Longman.
> Long, W.P., Furushima, D., & Templin-Imel, G. (2009). *Life Skills and Test Prep 4*. White Plains, NY: Pearson Longman.
> ***Note: These books are out of print, but used copies are available online. A digital version of this resource is available online using the link above.***

Picture Dictionaries

[Oxford Picture Dictionary](#) (Note: this link will take you to the newer 3rd edition.)
[Heinle Picture Dictionary](#)

> Adelson-Goldstein, J. & Shapiro, N. (2008). *Oxford Picture Dictionary* (2nd ed.). New York, NY: Oxford University Press.

> National Geographic Learning & Heinle. (2014). *The Heinle Picture Dictionary* (2nd ed.). Boston, MA: Heinle Cengage Learning.

Stand Out (3rd edition)   *Series*

[Stand Out: Evidence-Based Learning for College and Career Readiness](#)

> Jenkins, R. & Johnson, S. (2017). *Stand Out 2* (3rd ed.). Boston, MA: National Geographic Learning/Cengage Learning.

Jenkins, R. & Johnson, S. (2017). *Stand Out 3* (3rd ed.). Boston, MA: National Geographic Learning/Cengage Learning.

Jenkins, R. & Johnson, S. (2017). *Stand Out 4* (3rd ed.). Boston, MA: National Geographic Learning/Cengage Learning.

Johnson, S., & Jenkins, R. (2017). *Stand Out 5* (3rd ed.). Boston, MA: National Geographic Learning/Cengage Learning.

Step Forward (2nd edition) *Series*

[Step Forward: Standards-Based Language Learning for Work and Academic Readiness](#)

Wisniewska, I. (2017). *Step Forward 2* (2nd ed.). Oxford, UK: Oxford University Press.

Spigarelli, J. (2017). *Step Forward 3* (2nd ed.). Oxford, UK: Oxford University Press.

Denman, B.R. (2017). *Step Forward 4* (2nd ed.). Oxford, UK: Oxford University Press.

Ventures (3rd edition) *Series*

[Ventures 3rd edition](#)

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2018). *Ventures 1* (3rd edition). New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2018). *Ventures 2* (3rd edition). New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2018). *Ventures 3* (3rd edition). New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2018). *Ventures 4* (3rd edition). New York, NY: Cambridge University Press.

Ventures Civics Worksheets

[Online worksheets (3rd edition)](#)

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2010). *Ventures Civics Worksheets*. New York, NY: Cambridge University Press.
Note: this edition is out of print. Used copies are available online.

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2018). *Ventures Civics Worksheets* (3rd ed.). New York, NY: Cambridge University Press.
Note: this edition is available **for free** by creating a free teacher account with Cambridge University Press at this link: [Online worksheets (3rd edition)](#) After creating an account, select "Resources" at the **bottom** of the Ventures main page. Then select "Civics worksheets" from the menu.

Note: Both editions of this resource correlate with Civics competencies. However, the Illinois competencies and competency codes referenced in the "Correlations" are not current.