

EL/Civics Lesson Plan

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| <b>Program Name</b>                          | <b>Maplewood Career Center—EL/Civics Lesson 3</b>  |
| <b>Staff Responsible For Lesson</b>          | Margi Lofaro   |
| <b>Date(s) Used</b>                          | November 2, 2007   |
| <b>Civics Category</b>                       | II. Civic Participation  |
| <b>Civics Objective</b>                      | II. 6—Community Resources—Directory<br>Identify, locate and map important place in the community and list services available or importance of each   |
| <b>Time Frame To Complete Lesson</b>         | 2.5 hours  |
| <b>EFL(s)</b>                                | NRS 3, 4, 5  |
| <b>Standard(s)/Components Of Performance</b> | Listen Actively                      Speak So Others Can Understand<br>Read With Understanding        Convey Ideas In Writing  |
| <b>Benchmark(s)</b>                          | Listening: 3.5; 4.3; 5.3    Speaking: 3.1,3,4; 4.5; 5.3,4<br>Reading: 3.1,2; 4.1,4,5; 5.1,2,4    Writing 5.5   |
| <b>Materials</b>                             | Internet, Phone Books, Local Area Maps and Simply Drawn Area Maps  |
| <b>Activities</b>                            | <p><u>Activity 1:</u> Board Sentence: “I’m not sure I understand, could you explain.” Explain to students that they can practice using this expression today in class when they don’t understand what is being said. Teacher says something that is difficult to understand and encourages students to use the expression on the board.</p> <p><u>Activity 2:</u> Board the names of community locations: A Bank, Post Office, Library, City Hall, Police Department, A Park, BMV, Chamber of Commerce, Stores of Interest, Medical Facilities. Ask students to provide ideas about what they think would be done in these locations. Encourage listeners to express sentence on board if they don’t understand what speaker is saying, and ask speakers to rephrase or clarify in some way. Board students’ ideas. When students’ suggestions seem exhausted, suggest other activities that might be done in these locations; Have students guess the correct location for the activity. Board all under appropriate locations.</p> <p><u>Activity 3:</u> Direct students to search for their local city online. Explore this website, and others that may be of relevance for learning about what is done in different locations and also sites that have maps of the local areas—City, County etc. Point out to students that the phone books also have maps.</p> <p><u>Activity 4:</u> Have students use the phone books and/or internet to find out the address and phone numbers for places, including those that they are interested in. Assign each student the responsibility for finding this information for at least one location.</p> |

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|                                   | <p><u>Activity 5:</u> Provide a simply drawn map of the areas discussed. Instruct students to use that map or, if they prefer, one printed off the internet, to make their own “area interests” maps. They should number places on their maps and create a directory to correspond to the numbers. Directory should include address and phone number, if possible. Students should share the information they have looked up specifically and all should be encouraged to seek and provide for clarification when appropriate.</p> |
| <p><b>Assessment/Evidence</b></p> | <p>Copies of maps made by students</p>   |
| <p><b>Reflection</b></p>          | <p>Some students have some difficulty navigating maps and others were quite proficient at it. I think this activity gives students a feeling they have more control in their environment.</p>  |