

REEP ESL Curriculum for Adults

Unit notes: The U.S. History and Government units are presented here together to reflect the many overlapping themes. In both units, because of the large amount of material, it is essential that students narrow the focus by selecting learning goals at the beginning of the unit (see Objective 1). It is not intended for all objectives or all historical periods to be covered.

Unless otherwise noted, the performance objectives are the same for Levels 300, 350, and 450. The sample language is basic to the objective, but 450 level students can be encouraged to use higher level language. As appropriate, the resources have been divided by levels.

U.S. GOVERNMENT UNIT PERFORMANCE OBJECTIVES LEVELS: 300, 350, AND 450

UNIT GOAL:

Students will use level appropriate language skills to identify levels of the U.S. Government, state its functions, and use their knowledge to utilize U.S. Government systems to express their needs and opinions.

GOVERNMENT LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Identify the three branches of government and their current heads.
3. State function of local, state, and federal government.
4. Identify major political parties and describe their platforms.
5. State the three parts of the Constitution and their functions
6. Describe the Bill of Rights and state the rights it guarantees.
7. Express opinion about student selected government related issue in the news.
8. Compare and contrast U.S. government with the government in native country.

Note to teachers: Please note that the objectives to choose from are the same for levels 300, 350, and 450, but the resources used are different depending on the level. The resources for a particular level will indicate the target language (functions/sample language & structures) for that level.

📖 Instructional resources for US Government (print and online).

PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.	Express need: I need to study U.S. Government because...	📖 Learner Needs Assessment	Structures: Simple present and future tense Relative clauses (e.g.

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PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
	We will study U.S. Government. Respond to questions: Do you know the people who live in the White House?		do an information grid with advanced questions - Do you know who makes the laws of the United States?)
2. Identify three branches of government and their current heads.	Report Information: descriptive: The three levels of government are _____. _____ is the President. The president is the head of the federal government. The governor of Virginia is _____. The governor is the head of the state government. _____ is the County Manager in Arlington. The County Manager is the head of the local government in Arlington County. _____ is the Mayor of the City of Baltimore, Maryland. The Mayor is the head of the local government in Baltimore.	300/350 <i>The Way to U.S. Citizenship</i> , Lessons 9-17, p. 122 <i>Introducing the U.S.A., Unit 5</i> <i>Voices of Freedom, English and Civics</i> , Units 3, 4 <i>Voices of Freedom</i> , Unit #5 p. 85-91 450 <i>Handbook for Citizenship</i> , p. 51-61 <i>Rethinking America 1</i> , p. 215--list of presidents and years in office, p. 216--list of first ladies of the U.S. Your fed., state, and local resources by zip code. Presidents of the U.S.	Structures: Definite articles Titles Extensions: Levels of government and their heads in native countries. President's Day. <i>All About the U.S.A.: A Cultural Reader</i> , "The White House" p. 31-33 On-line tour of the White House.
3. State function of local, state, and federal government.	Report Information: descriptive: The local/state/federal government is responsible for (verb+ing)....	300/350 <i>Handbook for Citizenship</i> , p. 64-71 <i>Voices of Freedom: English and Civics</i> , Unit 5 <i>The Way to U.S. Citizenship</i> , Lesson 30 450 <i>Handbook for Citizenship</i> , p. 42-48	Structures: Definite articles Simple present Gerunds Extensions: Compare structure and function of government in native country. Read about and discuss history of Washington, D.C. as capital of the U.S.

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PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<i>The U.S.A.: Customs and Institutions</i> , Chapter 23	Introducing the U.S.A., Unit 9 "Washington, D.C."
4. Identify major political parties and describe their platforms.	Report & gather Information: The Republican/Democratic parties believe..... She is conservative. He is liberal. Are you a Democrat? Do you know what the Republican party stands for?	300/350 <i>Stand Out 3</i> , p. 146-147 - 300/350 400/450 <i>Stand Out 4</i> , p. 154-156 - 400/450 450 <i>The U.S.A.: Customs and Institutions</i> , Chapter 24 "Choosing the Nation's President" Democratic National Committee Site. Republican National Committee Site. Guide to political parties.	Structures: Yes/no and embedded questions Extension: <i>Stand Out 4</i> , "Conduct an Election" p.159
5. State the three parts of the Constitution and their functions.	Gather and report Information: Descriptive: Which branch makes the laws? Which branch enforces the laws? First, the Legislative Branch makes the laws. Then, the Judicial Branch..... The President can.... Describe the powers of the three branches.	300/350 <i>Voices of Freedom</i> , Units 3-5 <i>Stand Out 3</i> , p. 148-149 - 300/350 <i>The Uncle Sam Activity Book</i> , p. 21-25 450 <i>Handbook for Citizenship</i> , p. 30-31 & 50-6 <i>Content Area ESL: Social Studies</i> , p. 32-41 <i>The U.S.A. Customs and Institutions</i> , p. 250-258 The House of Representatives:	Structures: Sequencing (First, Next, Then, Finally....) Has/have Modal auxiliaries: can, should, must, will have to... Extension: How a bill becomes a law School House Rock - "I am Just a Bill"
6. Describe the Bill of Rights and state the rights it guarantees.	Report Information: Descriptive: The Bill of Rights states that....	300/350/450 <i>The Handbook for Citizenship</i> , Lesson 16	Structures: Simple present Extension: Important government

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PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
	<p>The Bill of Rights guarantees...</p> <p>People have the right to (verb)...</p> <p>People do not have the right to (verb)...</p>	<p><i>Voices of Freedom</i>, p. 93-98 & 144-145</p> <p><i>The Uncle Sam Activity Book</i>, p. 18</p> <p>The Bill of Rights</p>	documents in native country.
7. Express opinion about student selected government related issue in the news.	<p>Express Opinion: I think/feel/believe that.....</p> <p>The Governor of Virginia should/should not...</p> <p>If I were President of the U.S., I would...</p>	<p>300/350 <i>StandOut 3</i>, p. 151-152 - "If I were President"</p> <p>450 <i>StandOut 4</i>, p. 152-153 - 400/450</p> <p>How to find and contact local representation.</p>	<p>Structure: Unreal conditional If clauses Modals (should/should not)</p> <p>Extension: Debate selected issue with classmates. Write letter expressing views about issue to local legislator.</p>
8. Compare and contrast U.S. government with the government in native country.	<p>Give Opinion/Report Information: Neither the U.S. government nor the government in my native country are dictatorships.</p> <p>In my country, we have two parts of government, but the U.S. has three.</p> <p>People have more freedom in...</p>	Government websites International documents and governments	<p>Structures: Comparisons (Neither/nor, but, more)</p> <p>Extension: Give a report comparing and contrasting your native country's government and the U.S. government.</p>