Stand Out:
Evidence-Based Instruction
for College and Career Readiness

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STAND OUT Third Edition

NATIONAL GEOGRAPHIC LEARNING

Integrated EL Civics Plan

Stand Out textbooks include a great deal of support for the IELC objectives you may choose.

In your plan, you will be asked to identify which objectives you chose.

California EL Civics Civic Objectives Funded by WIOA 243 Funds in PY 2017-18 with Stand Out

#	Related Lessons and/or Projects	Description
3	Lessons /Projects	Develop a business plan for a small business in order to participate in the economic growth of the community
11	Lessons / Projects	Research and describe the cultural backgrounds that reflect the local cross cultural society and that may present a barrier to civic participation
13	Lessons	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners
14	Lessons / Projects	Identify educational opportunities and research education/training required to achieve a personal goal
23	Lessons / Projects	Access and use community service and government agency information
25		Identify and describe volunteer opportunities in the community
27		Demonstrate knowledge of health and safety precautions by participating in activities such as CPR and First Aid Training
30	Lessons / Projects	Demonstrate how to use pharmacies/drug stores and medicines
32		Locate, analyze and describe job requirements, licenses, credentials, etc. needed for specific jobs and identify resources available to help access the information
33	Lessons / Projects	Identify and access employment and training resources needed to obtain and keep a job
34	Lessons	Identify, describe, select and access free or low cost employment related services
35		Identify procedures for protecting employment rights and access resources that support and assist the worker
36	Lessons	Identify work related safety regulations, standards and procedures
37	Lessons / Projects	Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job
46	Lessons / Projects	Access resources for nutrition education and information related to the purchase and preparation of healthy foods
47	Lessons	Identify strategies and resources to effectively use the internet safely
48		Effectively use online tools to communicate and collaborate with others

New COAAPS: Much of 49-53 are developed through lessons throughout the units.

*Stand Out also has Projects many of which are productive in an "EL Civics" environment. – **RED INDICATES 243 SUPPORT**

Team projects allow students to work in groups and create a project unique to them. They are the ultimate application for a unit. Projects allow students to simulate using their language in the real world, and they create products that are about their own community which is the nature of EL Civics.

Basic	Book 1	Book 2	Book 3	Book 4	Book 5
Make a class book	Create a student profile	Describe a student	Make a schedule	Create a goal chart (14)	Create a personal profile (14)
Make a display (culture) (11)	Plan a department store	Design a clothing store	Create a purchase plan	Purchase plan	Create a financial plan
Make a shopping list	Create a restaurant	Plan a menu for a week (46)	Create a housing plan	Real estate brochure	Create an auto handbook
Open a clothing store	Plan a dream home	Plan a move	Create a city brochure	Community Resource Guide (23)	Housing issues
Describe your community	Make a city brochure	Describe your community (23)	Create a healthy living plan (30)	Community health pamphlet (30)	Health presentation (30)
Create an appointment book	Role-play an emergency	Make a health pamphlet (30)	Create a job app portfolio (33)	Job application portfolio (33)	Create an online store
Start a company (3)	Get a new job (37)	Make your own company (3)	Create employee handbook (33)	Solve a company problem	Set-up a business office (3)
Create a study guide (50)	Meet your goals (14)	Make a time line (14)	Run for mayor	Conduct an election	Give an opinion speech

"*These [curriculum topics and activities] include expanding English language skills through problem-solving activities, understanding local resources and services, citizen instruction, integrated English language and civics tutoring, computer literacy for immigrants, curriculum and professional development*"

—www.fldoe.org

"Project-based learning puts students in the position to use authentic language to communicate and produce a product or solve a problem." (Fried-Booth, 1997)

"In teams students negotiate, plan and organize, practicing skills essential to living successful lives." (Stein, 1995)

TEAM PROJECTS

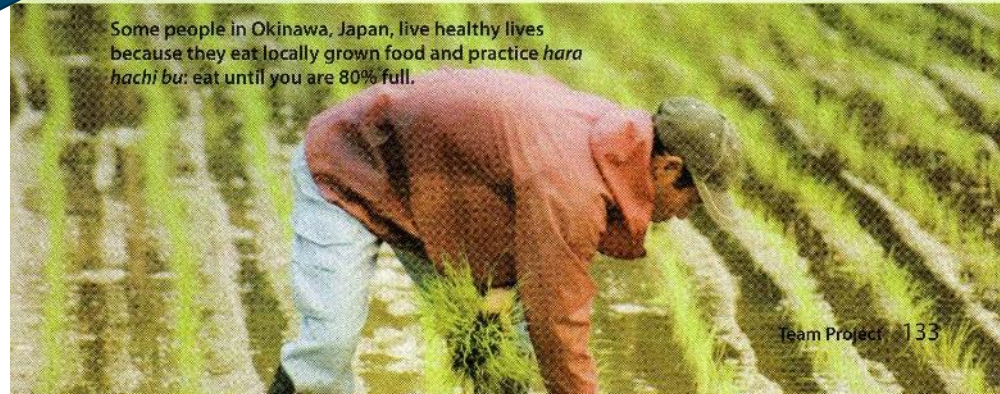**TEAM PROJECT** ✅ **Create a healthy living plan**

You are a team of doctors and health care professionals who have decided to make a healthy living plan to give patients when they leave the hospital.

1. **COLLABORATE** Form a team with four or five students. Choose a position for each member of your team.

Position	Job description	Student name
Student 1: Health Advisor	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write down information for the plan.	
Student 3: Designer	Design plan layout and add artwork.	
Students 4/5: Health Representatives	Help writer and designer with their work.	

2. Make a list of all the information you want to include in your plan (healthy habits, fitness and nutrition advice, etc.).

3. Create the different sections of your plan, for example, a guide to reading nutritional labels, a guide to exercise, a list of doctors and their specializations, and a guide to common symptoms and diseases.

4. Add artwork to the plan, for example, maps of parks and gyms in your area or a drawing of the food pyramid.

5. Make a collage of all your information.

6. Share your healthy living plan with the class.

Some people in Okinawa, Japan, live healthy lives because they eat locally grown food and practice *hara hachi bu*: eat until you are 80% full.

Team Project 133

Students learn interpersonal skills (CCR).

Students do digital presentations (CCR).

Scaffolding (ELP 7) leads to team projects where students apply what they have learned and extend learning.

Students do research on the internet reading authentic texts.

Students use technology (ELP/CCR).

Critical Thinking is necessary for most all Stand Out activities and projects (CCRs)

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TEAM PROJECTS

TEAM PROJECT ✓ Create a community brochure

Imagine that a new family has moved into your neighborhood and you want to tell them all about your community. With your team, create a brochure about your community.

1. **COLLABORATE** Form a team with four or five students. Choose a position for each member of your team.

Position	Job description	Student name
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write information for brochure.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: City Representatives	Help writer and designer with their work.	

2. Make a list of everything you want to include in your brochure, for example: information about the library, banks, and other local services.
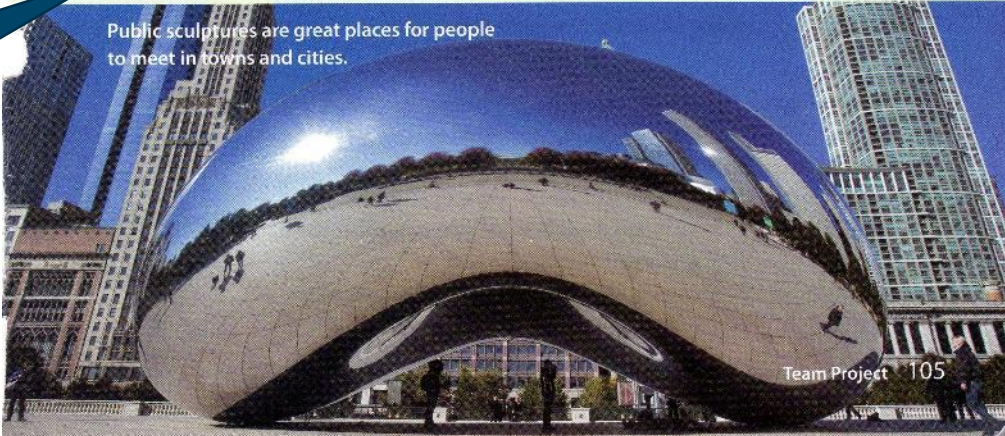
3. Create the text for your community brochure.

4. Create a map of your community.

5. Create artwork for your community brochure.

6. Present your brochure to the class.

Public sculptures are great places for people to meet in towns and cities.

Team Project 105

Scaffolding (ELP 7) leads to team projects where students apply what they have learned and extend learning.

Students learn interpersonal skills / soft skills for employment (Civics).

Students learn about their community resources (Civics)

Students use technology (ELP/CCR).

Students do digital presentations (CCR).

Critical Thinking is necessary for most all Stand Out activities and projects (CCRs)

Book 3

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TEAM PROJECTS

Scaffolding (ELP 7) leads to team projects where students apply what they have learned and extend learning.

TEAM PROJECT ✅ **Create an employee handbook**

With your team, you will create one section of an employee handbook. With your class, you will create a complete employee handbook.

1. **COLLABORATE** Form a team with four or five students. Choose a position for each member of your team.

Position	Job description	Student name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Write information for the handbook.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: Member(s)	Help secretary and designer with their work.	

2. With your class, look at the list below. Decide which part of the handbook each team will create.
   - Pay Stub Information
   - Benefits
   - Workplace Safety
   - Workplace Communications

3. Create the text for your section of the employee handbook.
4. Create artwork for your section of the employee handbook.
5. As a class, create a table of contents and a cover. Put your handbook together.
6. Display your handbook so that other classes can see it.

Team Project 181

Students learn interpersonal skills / soft skills for employment (Civics).

Students discuss employability Issues (Civics)

Students use technology (ELP/CCR).

Students do digital presentations (CCR).

Critical Thinking is necessary for most all Stand Out activities and projects (CCRs)

Book 3

7

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TEAM PROJECTS

TEAM PROJECT ✓ Make a schedule

With a team, you will design a weekly schedule that includes your class and study time. You will identify good study habits and time-management strategies.

1. **COLLABORATE** Form a team with four or five students. Choose a position for each member of your team.

Position	Job description	Student name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Take notes on study habits and time-management strategies.	
Student 3: Designer	Design a weekly schedule.	
Students 4/5: Assistants	Help the secretary and the designer with their work.	

2. Design a weekly schedule. On your schedule, write in the days and times you have English class.

3. Decide on a goal that is related to learning English. Then, think of one obstacle to your goal and two solutions.

4. Make a list of good study habits and a list of time-management strategies you would like to use.

5. Make a poster with all of the information from above: weekly schedule, goal, obstacle, solutions, good study habits, and time-management strategies.

6. Present your poster to the class.

Public libraries, such as the New York Public Library, often have resources like free English conversation groups once a week to support the local community.

Team Project 33

Scaffolding (ELP 7) leads to team projects where students apply what they have learned and extend learning.

Students learn interpersonal skills / soft skills for employment (Civics).

Students set goals and deal with obstacles (Civics)

Students use technology (ELP/CCR).

Students do digital presentations (CCR).

Critical Thinking is necessary for most all Stand Out activities and projects (CCRs)

Book 3

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CCRs / ELP / Employability Framework / 21st Century Skills

EL Civics & IELC

Thank You

All in Stand Out!