Civics It Up!
adding civics instruction to your lessons
• A new website designed to help with lesson planning

• Integrate the rights and responsibilities of being a member of our society

• Add to what you’re already doing on workforce training
Welcome to Civics It Up!

An instructional tool for teachers of Integrated English Literacy and Civics Education (IELCE). The purpose of the site is to help teachers plan and implement instructional units and lessons that integrate language learning with rights and responsibilities of citizenship, civic participation, and workforce training.

How to Use Civics It Up

1. Click on the logo.
2. Click on the topic that you want to use in your classroom.
3. Select the learning objectives that you want to cover in your unit or lesson. You will be directed to an instructional planner that includes: activity description, technique description, references to pathway skills, and teacher resources for the activity.
4. Once on the instructional planner page, decide whether you want to customize your planner or print it as is.
5. To customize your planner, save it to your computer and make your changes.
6. To create more planners, return to either the objectives page of the same topic or the page for selecting topics.

Resources

Organizational chart
Civics It Up is currently organized by 22 topics of three life skills (health, consumerism, and employment) under three strands (rights and responsibilities of citizenship, civic participation, and workforce).

Conceptual Framework
Institutional Techniques Bank
Virginia Adult E5OL Content Standards
CCRS
Acknowledgements
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Health
- Rights and Responsibilities
- Civic Participation
- Workforce

Rights & Responsibilities
- Communication
- Health Care Options
- Communicate with Healthcare Workers
- Emergency Procedures
- Preventative Procedures
- Identifying Health Hazards
- Preventative Procedures
- Emergency Procedures
- Health-related Communication
Consumerism

- Rights and Responsibilities
- Civic Participation
- Workforce

- Paying Taxes
- Identity Theft
- Credit
- Home Ownership
- Entrepreneurship
- Customer Service
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Curriculum

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Health

- Rights and Responsibilities
  - Communication
  - Rights and Responsibilities

Civic Participation

- Communicate with Healthcare Workers
- Emergency Procedures
- Health Care Options
- Preventive Procedures

Workforce

- Emergency Procedures
- Health Related Communication
- Identifying Health Hazards
- Preventive Procedures

Employment
Strand: Rights and Responsibilities

Objective
Learners will uphold civic responsibilities as informed and prepared parents, workers and citizens

Subtopics

Rights and Responsibilities
Learners will be able to understand and exercise their rights and responsibilities as users of the healthcare system

Communication
Learners will develop communication skills to effectively interact with healthcare providers and to advocate for themselves, their families, and their communities
Subtopic:
Rights and Responsibilities

Select the objective(s) that you would like to address in your unit or lesson by checking the boxes. You may select as many as you wish. Once you select the objective(s), click “submit” to create your instructional planner.

The “Y” with each objective will give you a preview of the activity to help guide your selection.

Overall objective  Learners will be able to understand and exercise their rights and responsibilities as users of the healthcare system

Objectives

Advanced

- Research information and support resources - identify where to go for help
- Gather information on healthcare options with pros/cons, select one option and explain your choice verbally or in writing
- Read about and discuss/debate current community and/or global health issues in the news, describe and analyze how people in communities are addressing them (e.g. vaccine debate, results of oil spill...)
- If employed, read and demonstrate basic understanding of workplace safety, hazards, and OSHA information or procedures. (cross-reference with health - employment)

High Intermediate

- Determine steps to achieving health-related goals
- Compare/contrast risks and benefits of healthcare options (insurance, treatments) before making a decision
- Identify and gather relevant information on community resources and advocacy groups in relation to support services offered
<table>
<thead>
<tr>
<th>Level</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Research information and support resources - identify where to go for help</td>
</tr>
<tr>
<td></td>
<td>Gather information on healthcare options with pros/cons, select one option and explain your choice verbally or in writing</td>
</tr>
<tr>
<td></td>
<td>Read about and discuss/debate current community and/or global health issues in the news; describe and analyze how people in communities are addressing them (e.g., vaccine debate, results of oil spill)</td>
</tr>
<tr>
<td></td>
<td>If employed, read and demonstrate basic understanding of workplace safety, hazards, and OSHA information or procedures. (cross-reference with Health - Employment)</td>
</tr>
<tr>
<td>High Intermediate</td>
<td>Determine steps to achieving health-related goals</td>
</tr>
<tr>
<td></td>
<td>Compare/contrast risks and benefits of healthcare options (insurance, treatments) before making a decision</td>
</tr>
<tr>
<td></td>
<td>Identify and gather relevant information on community resources and advocacy groups in relation to support services offered</td>
</tr>
<tr>
<td></td>
<td>Read medicine labels for possible side effects and warnings</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td>Identify personal/family/community health concerns and set health-related goals</td>
</tr>
<tr>
<td></td>
<td>Complete a health care card, adding allergies and regularly taken medications to what was done at lower level; discuss importance of carrying this card with you</td>
</tr>
<tr>
<td></td>
<td>Identify and practice ways to advocate (e.g., ask for interpreter, bring someone with you, ask questions, tell when you experience side effects or something doesn't seem to help you feel better... etc.)</td>
</tr>
<tr>
<td></td>
<td>Read and demonstrate comprehension of real-world medicine labels</td>
</tr>
<tr>
<td></td>
<td>Identify three parts to a consultation: what to tell the provider, what to ask the provider, and what to remember from the visit</td>
</tr>
<tr>
<td>High Beginning</td>
<td>Identify personal and family health strengths and concerns</td>
</tr>
<tr>
<td></td>
<td>Accurately complete a health care card and identify its purpose and where to keep it</td>
</tr>
<tr>
<td></td>
<td>Define the word “advocate” as someone who can help and support you (besides the health care worker) or as the ability to help and support yourself or others, and identify advocates in one’s own life</td>
</tr>
<tr>
<td></td>
<td>Read and demonstrate comprehension of basic medicine label instructions</td>
</tr>
<tr>
<td>Low Beginning</td>
<td>Articulate an understanding of “health” or “healthy living” as a visual web (encourage broad view of health)</td>
</tr>
<tr>
<td></td>
<td>Create a health card with basic contact information and native language</td>
</tr>
<tr>
<td></td>
<td>Identify (specific) people (e.g., friend, family member, caseworker) who can accompany you on health care visits to help and support you</td>
</tr>
<tr>
<td></td>
<td>Read simplified medicine label instructions; demonstrate understanding of dosage (how many/much, how often)</td>
</tr>
<tr>
<td>Beginning Literacy</td>
<td>Identify “good health” or “healthy living” using images (encourage broad understanding of this with images that reflect environmental, physical, emotional, spiritual, community, etc.)</td>
</tr>
<tr>
<td></td>
<td>Complete a basic health card with name, phone number, native language</td>
</tr>
<tr>
<td></td>
<td>Identify when to call 911, schedule doctor appointment, or self-treat</td>
</tr>
</tbody>
</table>
**Instructional Planner**

**Objective:**

Articulate an understanding of “health” or “healthy living”, as a visual web (encourage broad view of health)

<table>
<thead>
<tr>
<th>Life skill</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>Subtopic</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>Level</td>
<td>Low Beginning</td>
</tr>
</tbody>
</table>

**ESOL Content Standards**

- **S2.1** – Speak using simple learned phrases and sentences.
- **S2.3** – Produce limited learned phrases with simple grammatical structures.
- **S2.4** – Produce some information, with minimal elaboration, using learned vocabulary, phrases, and simple structures.
- **S3.1** – Express basic survival and/or immediate needs in order to meet routine social demands.

**College and Career Readiness Standards**

- **SL.1.A** – Participate in collaborative conversations with diverse partners in small and larger groups.
- **SL.1.B** – Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, building on
Time to Explore!