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3 Branches of Government



Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Mrs. O'Reilly.

Mrs. O'Reilly says, "The men who created our government did not want one person or group of people to have too much power. Each branch of the government can check, or stop the action of, the other two branches.

"One branch is the judicial branch. The Supreme Court is the head of the judicial branch. The Court's job is to interpret the law. It decides when a law is unconstitutional, which means it does not follow the ideas our country is built on. This is how it checks the legislative branch. The Court can also say that the president's actions are unconstitutional. This is how it checks the executive branch."

Which chart shows how the judicial branch checks the other two branches?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will identify roles of Supreme Court.

Extension Activity

- Write the actions from the checks and balances diagram on index cards. Have students arrange the cards in the correct order. [I]
- Have partners discuss the idea of compromise. Ask them to think of a time when they or someone they know compromised. Have them tell who was involved and what they disagreed about. Then have them describe how the people compromised in order to solve the problem. [IH, A]

ACADEMIC SOCIAL STUDIES

3 Branches of Government

1. **A**

Judicial Branch	
Decides laws are unconstitutional.	Decides actions are unconstitutional.
Legislative Branch	Executive Branch

B

Judicial Branch	
Changes laws.	Decides actions are unconstitutional.
Legislative Branch	Executive Branch

C

Judicial Branch	
Decides laws are unconstitutional.	Tells president what actions to take.
Legislative Branch	Executive Branch

6 School Assignments

CONVERSATIONAL LANGUAGE



Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Mr. Mendez.

Mr. Mendez says, “After you read the book and write the report, think about how you want to tell the class about it. Here are a few options. You can dress up like one of the characters and tell the story from that character’s point of view. You can make a slideshow on the computer and use it to tell the class about the book. You can also make a video recording of some scenes from the book. If you have other ideas, talk to me. I want you to be creative.”

A student named Juanita says, “I am really excited about this project. I will read the book *Little House on the Prairie*. Then I will dress up like the main character, Laura Ingalls, and tell the story. She wore a long dress and a bonnet. I will have to find a costume to wear.”

Which picture shows what Juanita will do for her book report?

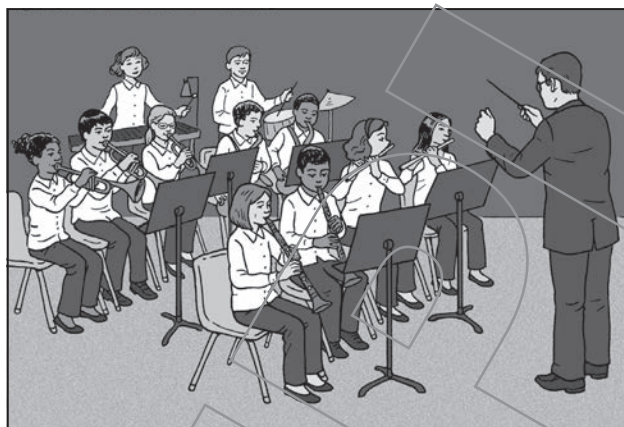
Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will sort pictures of school assignments.



Mr. Fitz is the music teacher. He gives the students lessons. The students practice their music by themselves. Then they practice together as a group. Different instruments play different parts of the music. When all the students play their instruments together, the song sounds beautiful. Instruments like the flute and the clarinet play high notes. Instruments like the trombone play low notes. The drums keep a rhythm. The song does not work if a group of instruments is missing.



3. What will probably happen if some students do not practice their parts?
- (A) Mr. Fitz will stop giving them lessons.
 - (B) They will have to learn to play different instruments.
 - (C) The song will only have high notes in it.
 - (D) The song will not sound like it is supposed to sound.

Item	Language Level	Performance Objective
3	Advanced	Students will make inferences about a group working together to make music.

Extension Activity

1. Place students into four groups and have them find pictures of different musical instruments. Assign one family of instruments to each group: woodwinds, brass, strings, percussion. Have each group create a poster with the name and picture of each instrument they found. [I]
2. Keeping the same groups, have students do more research on their family of instruments. They may choose two or three instruments and find the history of those instruments. They may find sound clips of the different instruments. They may find videos of people playing these instruments. Have groups put together a presentation for their family of instruments, including visual and audio aids. [IH, A]

If you have students who play instruments, invite them to play for the class and explain more about their instrument.





Say: Turn to page 103. We are going to do a Writing lesson. You will read information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.

After-School Clubs

Lupe is new to school. She asks some of the boys and girls in her class about other activities she can do after school. They tell her about some of the clubs and groups they are in.

Jackson is in the honor choir. He loves to sing. He had to try out to be in the choir. This means that he sang a song by himself for the music teacher, Mrs. Fisher. She picked the best singers to be in the honor choir. The boys and girls practice after school. They perform for the school, their parents, and people in the community.

Roya is in the pottery club. She loves to be creative. She is learning how to make a pot out of clay. Then the art teacher, Miss Adams, bakes the pots in a very hot oven to make them hard.

Marybeth is in the soccer club. Anyone who likes to play soccer can join the club. Coach Nelson divides them into teams based on their skills. Everyone in the club practices hard. On weekends, they play games against other soccer clubs.

Micah is in the environmental club. The boys and girls talk about how they can help the environment. They encourage everyone in the school to recycle. One weekend every month, they go out and pick up trash in the community.

Lupe is excited to find a club that she can join.

Now turn the page.

Lesson

23 Getting Involved

CONVERSATIONAL LANGUAGE AND
ACADEMIC LANGUAGE ARTS

After-School Clubs

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23 Getting Involved



Say: Suppose you are telling a new student about some of the activities at your school. Describe at least two activities that the new student could get involved in. Tell about activities that you are involved in. Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

Now turn the page.

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will list clubs and activities at the school.
Conversational Language	Intermediate	Students will describe events related to personal experience with school clubs and activities.
Academic Language Arts	Intermediate High	Students will use sentences to describe clubs and activities.
Conversational Language	Intermediate High	Students will explain personal involvement in school clubs and activities.
Academic Language Arts	Advanced	Students will discuss the functions of different school clubs and activities.
Conversational Language	Advanced	Students will use descriptive language to elaborate on personal preference for school activities.



23 Getting Involved
CONVERSATIONAL LANGUAGE AND
ACADEMIC LANGUAGE ARTS

Suppose you are telling a new student about some of the activities at your school. Describe at least two activities that the new student could get involved in. Tell about activities that you are involved in. Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your essay.

- What clubs or activities will I write about?
- What things do people in these clubs do?
- How do they help the school or the community?
- What clubs or activities am I involved in?
- Why do I enjoy being a part of these clubs or activities?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

23 Getting Involved



Say: Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

Lined writing area with a large, faint watermark reading "WRITING" diagonally across the page.

Extension Activity

Encourage students to think about people who help them, such as tutors, coaches, or community volunteers. Have them describe how these people help. Then ask each student to write a note of appreciation to someone who has been helpful to him or her. [I, IH, A]

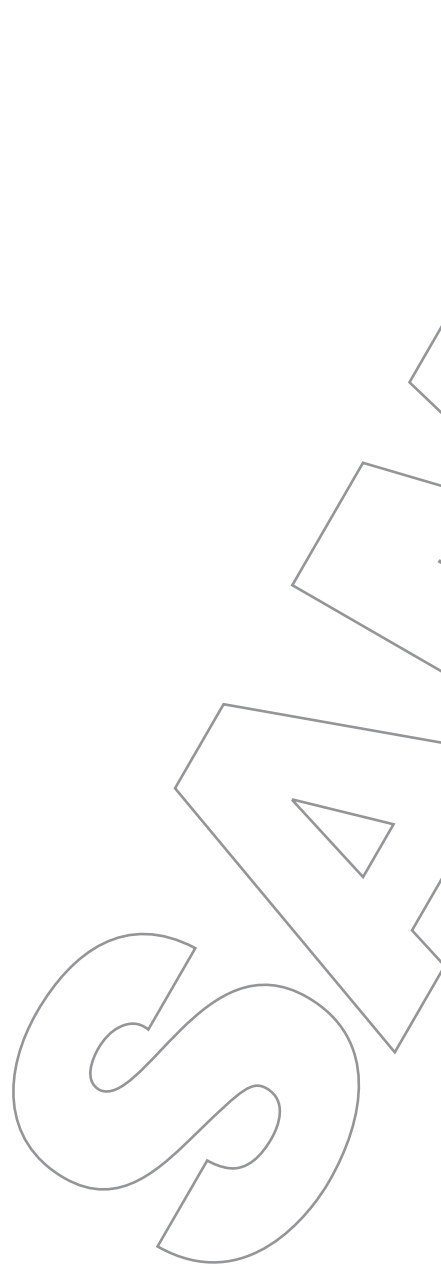
33 School Programs



Say: Some students in the drama club work backstage. This is important, too. These students make sure everything runs smoothly. Some students open and close the curtains on stage. Some students move the pieces of scenery around the stage. They also put props in the correct places. Some students help with costumes. Costumes are the clothing that the actors and actresses wear.


There are also students who help with the lights and the sound for the play. They learn how to change the lights on the stage. Sometimes the lights are very bright. Sometimes they are dim, and other times they are off. The students learn how to use a spotlight to make one person stand out on stage. They also learn to play music in the background. All of these things help the play to be a success.

Instruct the student to turn the page.



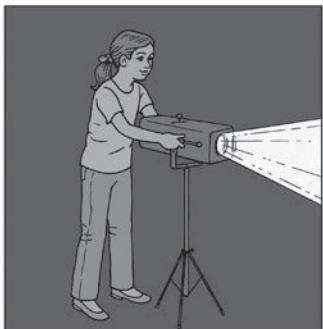

33 School Programs

CONVERSATIONAL LANGUAGE



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33 School Programs

CONVERSATIONAL LANGUAGE



Say: Now listen to the teacher ask Mia another question.

The teacher says, "Mia, explain how the students who work with the scenery and the props help to make the play a success."

Now listen to how Mia answers the question.

Mia says, "The props and the scenery help the audience understand the play. They are important to the story. The students who work with them are important because they put the props and scenery in the correct places. If they didn't, the actors and actresses would not be able to do their part as well. The audience might not understand what is going on."

Instruct the student to turn the page.

33 School Programs

CONVERSATIONAL LANGUAGE

Mia, explain how the students who work with the scenery and the props help to make the play a success.

...

33 School Programs

CONVERSATIONAL
LANGUAGE



Speaking

Say: Now it is your turn. Explain how the students who work with the lights and the sound help to make the play a success.

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

33 School Programs

CONVERSATIONAL
LANGUAGE



Speaking



Now it is your turn. Explain how the students who work with the lights and the sound help to make the play a success.

