

Becoming a Citizen of the United States

For the third marking period, students will work in pairs and write up a 5-6 page on the history, changes and present day information on how to become an American citizen. The students will be given graphic organizers to help them summarize the history, changes and present day information on becoming an American citizen. This will help the students prepare for the citizenship examination in April from the Maryland department of education. In addition, students will be writing up one paragraph abstracts of the current affairs articles every week and discuss them orally with the class. The current affairs articles will be from the last two months and focus on historical, political and global events. The abstracts will answer questions on the Who, What, When, Where, Why and How. The students will be given graphic organizers to help them locate the information in the current affairs articles.

Modifications/Assistive Technology Devices for Anna

- Anna will be assigned a buddy who:
 - Is an acquaintance of Anna's and speaks Spanish
 - Will assist her in understanding history by translating information, writing the paper and giving the presentation
 - Will translate information in Spanish from the current affairs articles
- Anna will be given the graphic organizers on the classroom computer
 - to help her summarize information
 - use the online Translator/Dictionary
 - after she completes the graphic organizer she will be given the key in English and Spanish so that she can check her work
- Anna and the peer and I will have weekly meetings to discuss progress

Individual Goals for Anna

- By April 2005 given the paper and presentation , Anna will pass the American citizenship exam on the history, changes and present day information on how to become an American citizen with at least 75% accuracy as evaluated by the Maryland department of education.

<u>Component</u>	<u>Examples</u>
I. Engagement: Activities that capture student, attention, stimulate their thinking and help them to access prior knowledge.	<ul style="list-style-type: none"> • Teacher will dress up as key characters from American History that are relevant and ask students to role play characters • Anna will role play with a peer that can translate and role play in Spanish
II. Exploration: Students are given time to think, plan, investigate, and organize collected information	<ul style="list-style-type: none"> • Independently students will complete graphic organizer of history, changes and present day citizenship after reading chapters 11, 12 and 13. • Anna will use the computer to complete a partially filled in on-line graphic organizer
III. Explanation: Students are involved in	<ul style="list-style-type: none"> • Students will use time in class to

<p>an analysis of information gained through exploration. Their understanding is clarified and modified because of reflective activities</p>	<p>discuss the information in groups of 2 that they found independently on the graphic organizers</p>
<p>IV. Extension: Students expand and solidify their understanding of the concept and/or apply it to a real world situation</p>	<ul style="list-style-type: none"> • Students will take a quiz about the history, changes and present day citizenship
<p>V. Evaluation</p>	<ul style="list-style-type: none"> • 10th Grade American Citizenship exam