



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Win the White House

Publisher: iCivics

Materials/Program to be Reviewed: Win the White House Game; Game Guide; WTWH Extension Pack and PPT slides; iCivics Teacher website

Tools of Instruction included in this review: downloadable PDFs, PPT slides, online game

Intended Teacher Audiences: Middle school Civics Teachers; Grades 6-8 Social Studies teachers; High School Social Studies Teachers

Intended Student Audiences: Middle school students (Grades 6-8); High School Students (Grades 9-12)

Language domains addressed in material: Reading, Writing, Speaking, Listening

Check which set of standards will be used in this correlation:

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).
Language of Social Studies (Standard 5)
Social and instructional language (Standard 1)

WIDA Language Proficiency Levels included:

Beginner (Levels 1-2); Intermediate (Levels 3-4), Advanced (Levels 5-6)

The instructional materials state that they are geared towards the proficiency levels of Beginner, Intermediate, Advanced. Although they do not directly state they are WIDA proficiency levels, these bands allow teachers to see differentiated activities for these level ranges.

Most Recently Published Edition or Website: icivics.org

In the space below explain the focus or intended use of the materials:

The lesson was created with all students in mind, including English Language Learners. The game is designed for middle school civics education, but high school teachers may find it appropriate for their students as well. The objectives are for students to explain the electoral process (primary and general elections, electoral college); identify the influence of the media in forming public opinion; describe sources/uses of campaign funding; describe the types & purposes of polling data; and analyze how parts of a whole interact to produce outcomes in

complex systems. . The support materials help teachers instruct students on the electoral process and running a campaign and present Tiers 2 and 3 vocabulary terms.

iCivics provides built-in supports in the game as well as additional scaffolds in the ELL Extension Pack to make the lesson accessible to a wide array of learners.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?** **Yes** No

- 2) **Are the student assets and contributions systematically considered throughout the materials?** **Yes** No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, both the Teacher’s Guide and the game Win the White House (or WTWH) consider student assets and contributions in a multitude of ways. For example, the Extension Pack has a Starter Activity where students brainstorm and then call out ideas using background knowledge. The video game itself is student-led. Here are some pre-game activities that rely on student assets:

1. Starter Activity

Ask students: *What do you need to win a presidential campaign?* Have them brainstorm answers. Then display the “Votes! Votes! Votes” slide and go over the definitions. Move on to the “Electoral College Map” slide. Point out the colors and numbers.

Ask pairs of students to discuss the map.

I. Building Background & Vocabulary Development

Understanding the presidential election process in America may be new to students. As you build context, consider:

- L1 Heritage Connections - Have students share the terms for "president", "state", "political party", "issue", "vote", and "election" in their native language. Discuss any similarities or cognates.
- Cultural Comparisons - Have students compare what presidential elections are like in their country of origin to the U.S., if appropriate. (For example: frequency, types and names of political parties, role of the media, how votes are counted, how campaigns are won, how a candidate is nominated, etc.)

II. Building Background & Vocabulary Development

Understanding what makes up a campaign

Delve deeper into the campaign process using the "Ingredients of a Campaign" slide activity. As you go through the slides, ask questions about each image... Ex: *What is happening in the picture?* To foster discussion, provide sentence frames to support the slides as needed.

- *A source of funding (or raising money) is _____.*
- *Two campaign expenses are _____ and _____.*
- *One source of data is _____.*
- *Campaign ads are important because (reason).*
- *Personal appearances are important because (reason).*
- *Data is used for (reason).*

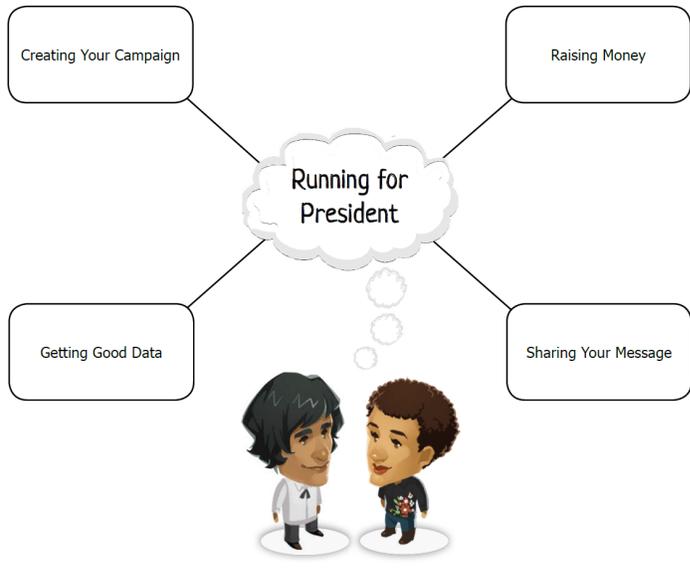
Below are examples of activities in the teacher guide that can be played after the game. These activities can be done individually or in pairs or groups. They synthesize the information from the game and students practice what they learned. Student assets and contributions lead to class discussion of the material.

Create
Have groups of students create a plan for a presidential campaign. Include an 11 month timeline with states your candidate will visit and types of activities to do while you are there to gain momentum in the state.
Have students create follow-up stories (orally or in writing) for the candidates they created in the game. Questions to address: What happened after your candidate won the election? How did she/he feel? What was the job of president like? If the character lost, how did she/he feel? What did they go on to do next?

2. Yes, student assets and contributions are systematically considered throughout the game and the Extension Pack. Students will learn the material by playing the game successfully. That said, students will get more out of the game if they already have some background knowledge of the electoral process and presidential campaigns. The game is naturally scaffolded (beginning with the primary election and then moving state by state to gain votes). There is also a tool in which students can call Ana (their campaign manager) and she narrows down

their choices and gives hints. The game can be played in pairs or small groups and students can use their skills and assets to work together. The Extension Pack also has activities where student assets come into play. For example, the Candidate's Mind Map activity has students use what they learned in the game to outline the steps needed to run a campaign. There is a version with sentence starters and one without:

2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.



This is the version with sentence starters for language support.

2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.

Running for President

Creating Your Campaign

The issues that are important to my campaign are _____

and _____

Raising Money

I will raise money by _____

and _____

Getting Good Data

I can get data by _____

and _____

Sharing Your Message

In order to share my message with voters, I will _____

and _____

Here is a screenshot that shows the systematic way in which the game has students run a campaign. First, they must go through the primary process (and there is a tutorial if needed). Once the player gains the nomination, by winning a debate (they select their own issues and choose options to support their statement), they then enter into the national campaign. The game itself is systematic and utilizes student assets and their knowledge of the campaign process. Students choose a state and have to raise funds and then can spend their money polling states, running media campaigns, and making personal appearances. They have the same options for each round of play (10 rounds/weeks).

There are also support tools available such as glossed terms (in blue), voice over audio, and the ability to contact the campaign manager, Ana, who helps students make the right decisions by narrowing down their choices. Students answer questions using their assets.

Additionally, the new Extension Pack has added optional vocabulary activities to prepare students before playing.

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- 1) **Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?** **Yes** No
- 2) **Are the language features at the discourse dimension addressed systematically throughout the materials?** **Yes** No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, the proficiency levels are identified in the ELL Extensions which include graphic organizers and tips for instructors for English proficiency adjustments. In the example below, students discuss an electoral college map.

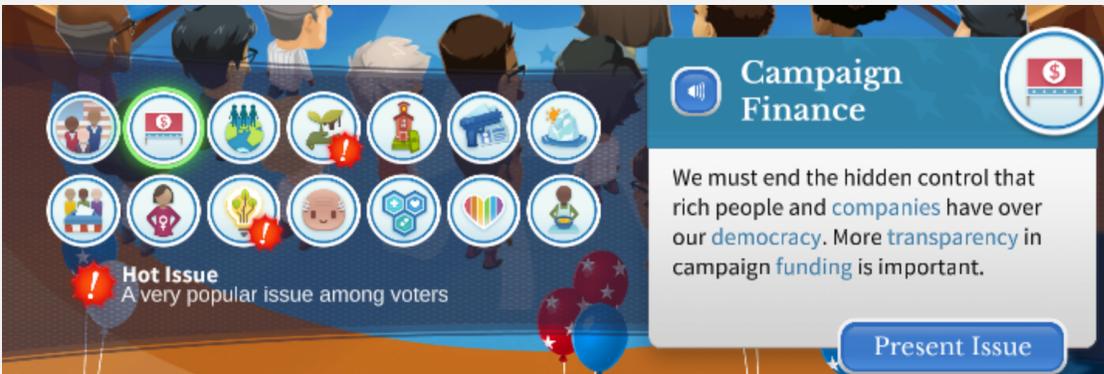
Beginner	Intermediate	Advanced
Here are some sentence starters: The red, blue, and purple colors show ____. The (number) on the (state name) means _____.	Have students imagine they’re presidential candidates and decide which states they would visit during their campaign. Use these sentence starters: I would visit (state) because (reason). Visiting (state) would benefit my campaign the most because (reason).	Have pairs of students ask each other what factors contribute to the number of votes each state gets and how they imagine candidates decide where to campaign. Then have them share their responses with another pair.

In this example, students practice vocabulary at different levels.

Beginner	Intermediate	Advanced
Have students say and write words and phrases. Encourage them to illustrate vocabulary.	Have students write brief sentences and illustrate them. Provide sentence starters as needed.	Encourage students to correctly use words in conversation by asking them to “teach” several of their words to another student.

2. Yes, the language features at the discourse dimension are addressed systematically throughout the game. Students begin with the Primary Debate. They choose a political party to represent (Democratic or Republican) and select 5 issues for their campaign in the context of the debate. The issues are written at sentence-level discourse and the candidates speak at sentence-level in a conversational tone. It is presented in a consistent manner each time a new issue is discussed. If a student does not choose the correct responses to support their issue, they choose another issue and support it. Once they choose the correct supports, the issue becomes part of their campaign.

Here is an example of an issue (the blue text are clickable glossary terms and the audio icon indicates voice over)



= Here is a screen shot of the candidate speaking and the issue below it.



They have to choose a reason to support the issue: (and they get immediate feedback)

Why do you want to support this issue?



I want a healthy planet for all of us, our grandchildren, and their grandchildren.



Can we just make everyone rich?



Evil **companies** want to remove all the water from the oceans. We have to stop them!



Answer

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|---|-----|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | Yes | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. Yes, the written content in the game is at the sentence dimension. The sentences include an embedded and hyperlinked glossary where students at different proficiency levels can click on a word or an idiomatic expression for a definition, as needed. The Support Materials include tips for instructors at all proficiency levels along with graphic organizers for students to write

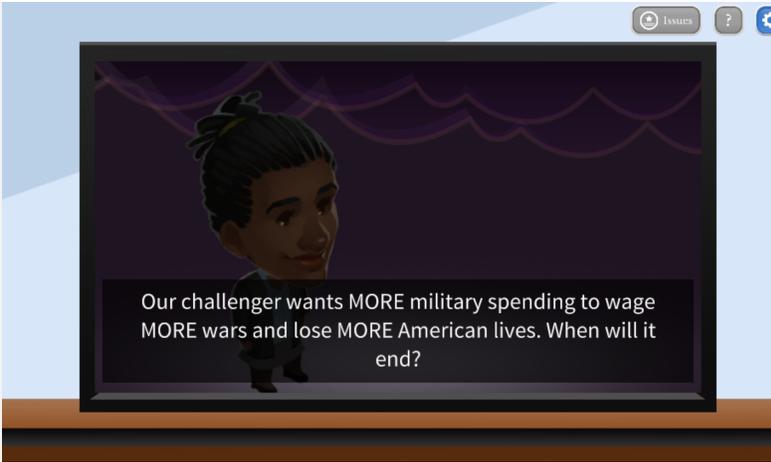
sentences at their level.

2. Yes. The sentence dimension is appropriate for the grade level (middle school/high school) and the speeches, media campaigns, and debates often use conversational English which is a bit more informal. The issue descriptions are written in a way that middle school students can understand. The support materials present tips for all of the proficiency levels including graphic organizers and visuals so that students can write at their level.
3. Yes, the language features at the sentence level are addressed systematically. In each round of the game, the candidate tries to gain support in a state of their choice. They must fundraise, run a media campaign, and/or give a personal appearance. The speeches/ads are written at the sentence level and the campaign manager, Ana, guides the student in the primary using a tutorial (at the sentence dimension as well)

Here is an example of a personal appearance where the candidate is speaking (based on what the student selected).



Here is an example of a media campaign ad (the student can run a positive campaign for himself/herself or a negative campaign against their opponent). Again, it is sentence dimension.



C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

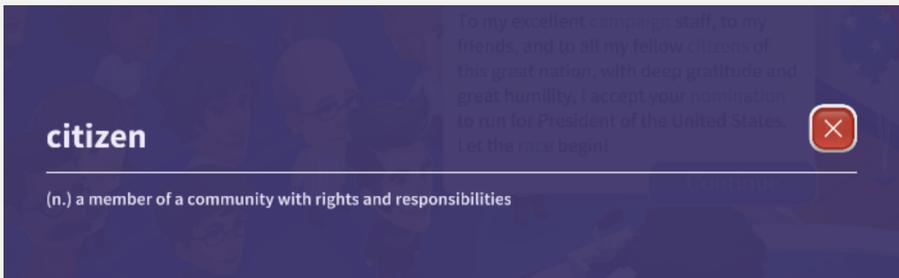
1. Yes, the materials address language features at the word/phrase dimension consistently. Within the issue descriptions, speeches, news reports, and in Ana (the campaign manager's) feedback/instructions, there is a glossary where students can click on a word to view a definition. Additionally, the Extension Pack features a series of vocabulary building activities to practice words that are included in the game.
2. Yes, in this game, the student is playing the role of a presidential candidate running a

¹

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
 Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
 Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

campaign. He or she goes state by state to gain electoral college votes. All text is contextualized within the setting of a presidential campaign (issues, speeches, media ads, help from Ana, etc.). Content area terms and other terms (tiers 2 and 3) are highlighted in blue. If students click on a word, the glossary opens with the definition.

In this screenshot, the blue terms are glossed. Students can click on them for a definition:



3. Yes, the general, specific, and technical language is appropriate for the targeted proficiency levels which are included in the ELL Extensions. The glossary provides definitions of general, specific, and technical (social studies) terms including some idioms. There is also a set of vocabulary building activities where students learn and practice specific words.

Additional Academic Vocabulary Building

Supporting language learners in vocabulary development is key, so we've provided additional activities to help students master specific Tier II and III vocabulary. Students can complete these activities at any point in the Extension Pack lesson plan. You can find the specific activities after the Mini Quiz.

- Have students work in pairs or small groups to complete your choice of vocabulary activities.
- Provide students with a brief list of words that you want them to know and practice. Use the Glossary of Game Terms as a reference.
- Have volunteers share their graphic organizers and illustrations with the class.

For English proficiency adjustments, consider these tips:

- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson.



Beginner	Intermediate	Advanced
Have students say and write words and phrases. Encourage them to illustrate vocabulary.	Have students write brief sentences and illustrate them. Provide sentence starters as needed.	Encourage students to correctly use words in conversation by asking them to "teach" several of their words to another student.

Mini-Lesson – ELL Extensions

The game content offers excellent opportunities for students to develop and expand vocabulary. To support vocabulary discussion, consider these tips.

I. Building Background & Vocabulary Development

Understanding the presidential election process in America may be new to students. As you build context, consider:

- L1 Heritage Connections - Have students share the terms for "president", "state", "political party", "issue", "vote", and "election" in their native language. Discuss any similarities or cognates.
- Cultural Comparisons - Have students compare what presidential elections are like in their country of origin to the U.S., if appropriate. (For example: frequency, types and names of political parties, role of the media, how votes are counted, how campaigns are won, how a candidate is nominated, etc.)

II. Building Background & Vocabulary Development

Understanding what makes up a campaign

Delve deeper into the campaign process using the "Ingredients of a Campaign" slide activity. As you go through the slides, ask questions about each image... Ex: *What is happening in the picture?* To foster discussion, provide sentence frames to support the slides as needed.

- *A source of funding (or raising money) is _____.*
- *Two campaign expenses are _____ and _____.*
- *One source of data is _____.*
- *Campaign ads are important because (reason).*
- *Personal appearances are important because (reason).*
- *Data is used for (reason).*

Graphic organizers allow students (or instructors) to choose the terms that they want to learn and

practice. This can apply to all proficiency levels. Here is an example of a graphic organizer:

4. My vocabulary. This organizer will help you remember the vocabulary terms. Choose five vocabulary words and fill out the chart using your own definitions, drawings, and sentences.

WORD	DEFINITION (your own words)	VISUAL (drawing)	CONTEXT (sentence)
1.			
2.			
3.			
4.			
5.			



4. Yes, the general, specific, and technical language is systematically presented throughout the materials. The social studies language is systematically included in the text throughout the game. Content-area terms along with other useful words and expressions appear in blue. Students can click on the words to see the definition. Additionally, the graphic organizer (shown in #3 above) allows students to choose general, specific, or technical language from the game to draw or define. This works for different proficiency levels.

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- 1) **Do the materials differentiate between the language proficiency levels?** **Yes** No
- 2) **Is differentiation of language proficiency developmentally and linguistically appropriate for the** **Yes** No

designated language levels?

- 3) **Is differentiation of language systematically addressed throughout the materials?** **Yes** **No**

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, ELL extensions in the Extension Pack differentiate between the proficiency levels. Although they do not directly state that they are WIDA proficiency levels, the program allows teachers to see differentiated activities for these level ranges which are referred to as Beginner, Intermediate, & Advanced. This chart shows how to adapt the Starter Activity for different English proficiency levels.

Beginner	Intermediate	Advanced
<p>Here are some sentence starters:</p> <p>The red, blue, and purple colors show ____.</p> <p>The <u>(number)</u> on the <u>(state name)</u> means ____.</p>	<p>Have students imagine they’re presidential candidates and decide which states they would visit during their campaign.</p> <p>Use these sentence starters: I would visit <u>(state)</u> because <u>(reason)</u>.</p> <p>Visiting <u>(state)</u> would benefit my campaign the most because <u>(reason)</u>.</p>	<p>Have pairs of students ask each other what factors contribute to the number of votes each state gets and how they imagine candidates decide where to campaign. Then have them share their responses with another pair.</p>

This chart offers support during game play:

Beginner	Intermediate	Advanced
<p>Play as a whole class.</p> <p>Model how to use reference materials like the issue guide. Have students direct your game play using your interactive whiteboard.</p>	<p>Ask students to play in pairs.</p> <p>One partner is the candidate, and navigates the game on the computer. The other is the campaign manager and offers advice using reference materials – issue guide, translators, etc. Halfway through the class period students should switch roles.</p>	<p>Students may play independently.</p> <p>Make reference materials (issue guide, translators, etc.) available as needed.</p>

There are also tips within the lesson plan:

- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson.

2. Yes, the ELL Supports provide differentiation of language proficiency that is developmentally and linguistically appropriate for the designated language levels (which are referred to as Beginner, Intermediate, Advanced but are related to the WIDA proficiency levels. (See #1 above for visuals). Also, the graphic organizers and sentence starters allow students to work at

their own pace and select their own set of vocabulary terms. They are designed to support students at all levels.

The lesson plan offers two versions of this graphic organizer, one with sentence starters and one without (as shown below) so that students of different proficiency levels can use the one that works best for them. Here are the two options:

2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.

The image shows two versions of a mind map for 'Running for President'. The central cloud contains the text 'Running for President' and an illustration of two people talking. Four branches lead to boxes: 'Creating Your Campaign', 'Raising Money', 'Getting Good Data', and 'Sharing Your Message'. The left version includes sentence starters and lines for writing in each box. The right version is a blank template.

3. Yes, differentiation is systematically addressed in the iCivics materials. Each step of the Extension Pack has a leveled alternative, whether it's a suggestion, a sentence starter, or an alternative worksheet.

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

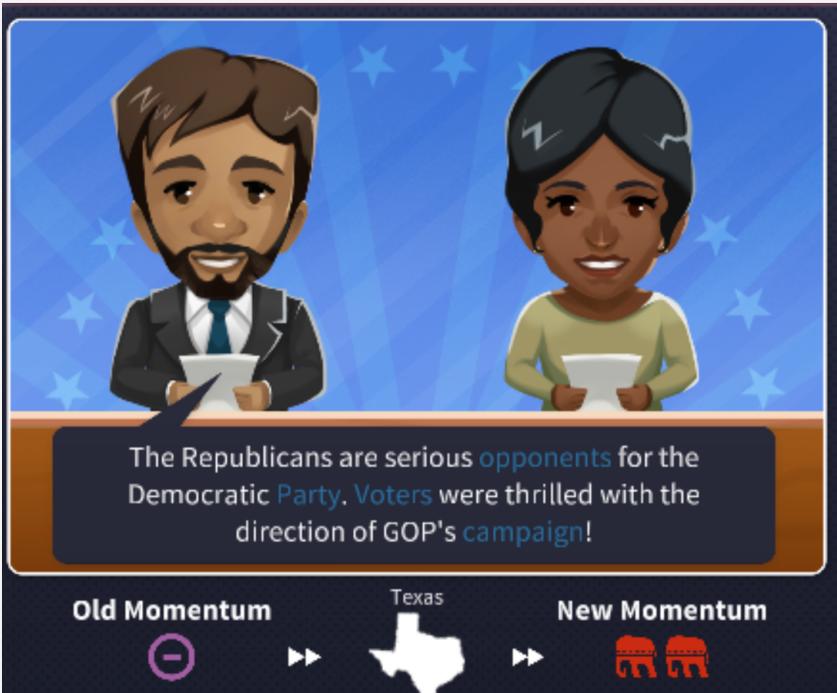
- | | | |
|---|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

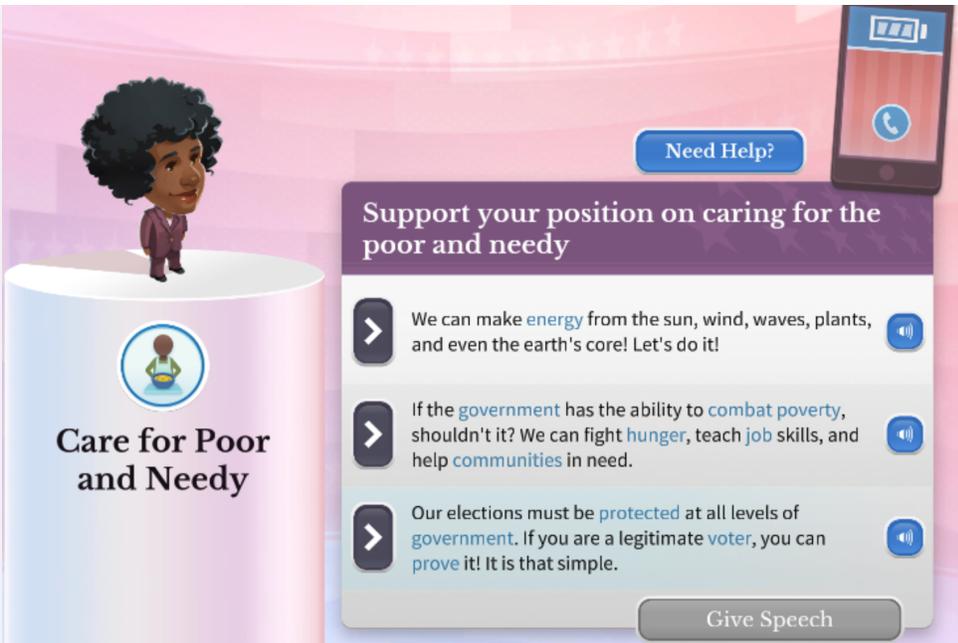
1. Yes, the language domains are targeted in the materials. The game involves reading (the issues, party descriptions, personal appearance speeches, news reports, positive/negative campaign ads, and more). The new version of the game has voice over audio for all of the text, so students can listen as well. The support materials target the other domains (speaking, listening, and writing).

Reading:

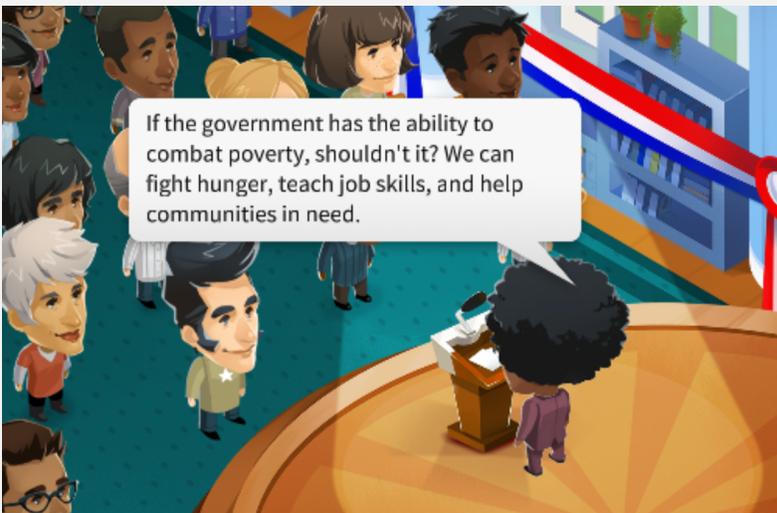
News report



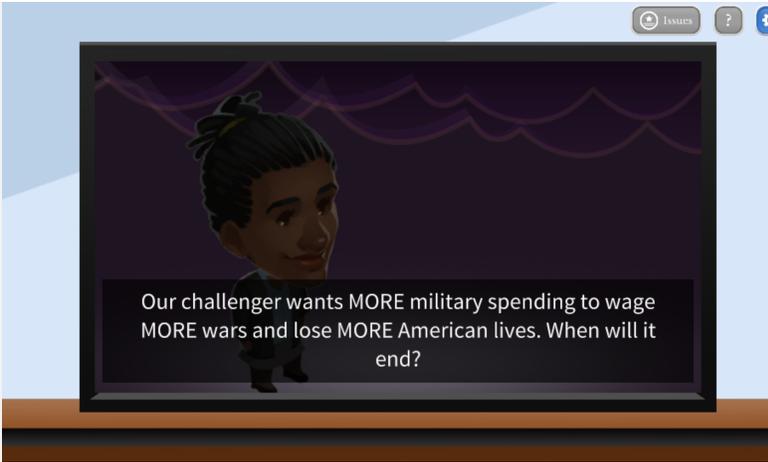
Choosing the text for your personal appearance speech



Personal appearance speech



Media campaign



Listening and speaking:

The new version of the game has voice over audio, so students can listen to the candidates, news reporters, the campaign manager, and hear recordings of the issue descriptions.

WTWH is often played in pairs where students use the skills of listening and speaking to work together and make decisions as they play the game.

- **Allow** students to play in pairs or small groups. If possible, place them in mixed-ability groups. While advanced students can play by themselves, we recommend partner play for increased speaking and listening opportunities.
- **Pair** students in heterogeneous native English speaker/English language learner or mixed-ability groups to work through the game and activities.

Ask students to play in pairs.

One partner is the candidate, and navigates the game on the computer. The other is the campaign manager and offers advice using reference materials – issue guide, translators, etc. Halfway through the class period students should switch roles.

The Extension Pack has activities that involve discussion (which can be done as a class or in small groups). These two activities can be done before playing the game.

Ask pairs of students to discuss the map.

Prompt students to talk about what they see using the questions on the slide. Explain that the Republican party is associated with red and the Democratic party with blue. Have students guess what purple means. Explain that the numbers are votes from each state which are part of the Electoral College. Continue with the "And this state's votes go to..." slide. Provide students with additional details using the slide notes.

I. Building Background & Vocabulary Development

Display the "Becoming a candidate" slide. Go over the definitions and then focus on the three steps. Show the "Campaign Issues" Slide and ask the questions. Take a tally to see which issues are more important to students. Tell students that during the game, they will pick the issues that they want to include in their campaign.

II. Building Background & Vocabulary Development

Display the slides for Activity 1: "Ingredients of a Campaign". Be sure to review the definitions of "fundraising", "data", and "polling" and then have students work in pairs or groups to answer the questions. Clarify language or questions as needed. Have students write their ideas on the paper graphic organizers, then call on students to write their ideas on the whiteboard.

Below are examples of activities in the Extension Pack that can be implemented after the game. These activities can be done in pairs or groups to practice listening and speaking skills. They synthesize the information from the game and students practice what they learned. Also, there are writing activities in the Extension Pack that can be done orally instead.

Have students talk with a partner (or group) about what impacted how their candidate performed in the game. What activities helped them gain momentum in a state? What hindered their momentum? Which states did they target and why?

Have students create follow-up stories (orally or in writing) for the candidates they created in the game. Questions to address: What happened after your candidate won the election? How did she/he feel? What was the job of president like? If the character lost, how did she/he feel? What did they go on to do next?

4. Discussion Questions. With a partner discuss each question. Use what you learned from the game and post-game activities to help you.

1. How does a candidate gain and keep momentum in a state?
2. Why would a candidate air a negative campaign ad?
3. How do primary elections differ from national elections?
4. What kinds of expenses do you think that candidates have when running a campaign? What are the most expensive things? What are the least expensive?

Here are the conversation starters designed for classroom discussion before and after the game. This is found in the Game Guide:

CLASSROOM CONVERSATION STARTERS

Pre-Game Questions

You can use these questions to lead into playing *Win the White House* in the classroom.

- What are political parties? Why do they exist?
- What do candidates have to do to get elected?
- Why do candidates have to fundraise as part of a campaign? What is the money for?
- How do candidates choose campaign issues?
- What is a primary? How is it different than a regular election?



Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Win the White House*.

- Which states did you spend most of your time conducting campaign activities in? Why?
- Why would a candidate choose not to campaign in a state?
- What is momentum, why does it change when you work in a state?
- Why do you think personal appearances are considered more effective than advertisements in the game? Do you think this is like real life? Why?
- Does the campaign process give all Americans the chance to learn about a candidate and make an informed decision? Why or why not?
- What role do political parties play in an election?

Writing:

There are many activities in the support materials that involve writing:

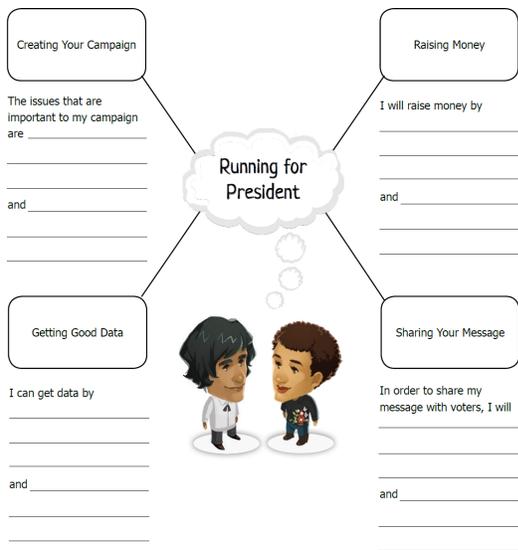
This is a pre-game activity that uses a graphic organizer for students to write responses.

Ingredients of a Campaign. Fill in the details for each ingredient below.

 <p>Fundraising</p> <p>Two campaign expenses:</p> <ol style="list-style-type: none"> 1. 2. <p>One funding source:</p>	 <p>Polling</p> <p>Two uses for data:</p> <ol style="list-style-type: none"> 1. 2. <p>One data source:</p>	 <p>Media &</p>  <p>Personal Appearances</p> <p>Write an important piece of information about each of these campaign actions.</p> <p>Campaign Ads:</p> <p>Personal Appearances:</p>
---	--	--

Activity 2 is a post-game activity that involves writing. There are two versions (one with sentence starters and one without)

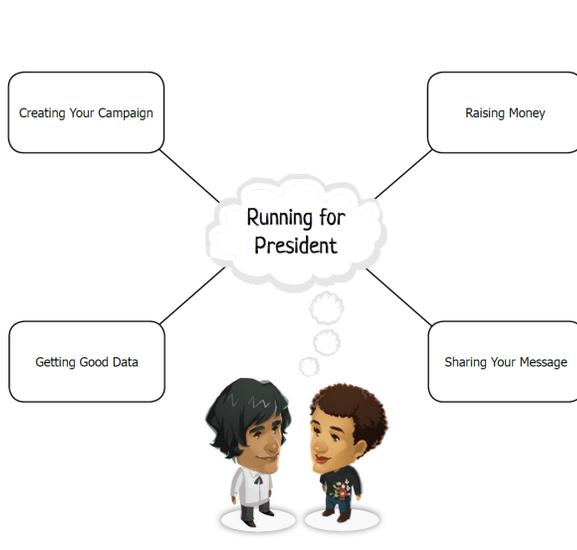
2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.



Running for President

- Creating Your Campaign**
The issues that are important to my campaign are _____
and _____
- Raising Money**
I will raise money by _____
and _____
- Getting Good Data**
I can get data by _____
and _____
- Sharing Your Message**
In order to share my message with voters, I will _____
and _____

2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.



Running for President

- Creating Your Campaign**
- Raising Money**
- Getting Good Data**
- Sharing Your Message**

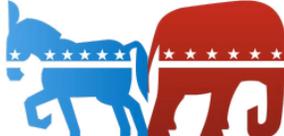
Activity 4 can be done orally or in writing.

4. Discussion Questions. With a partner discuss each question. Use what you learned from the game and post-game activities to help you.

1. How does a candidate gain and keep momentum in a state?
2. Why would a candidate air a negative campaign ad?
3. How do primary elections differ from national elections?
4. What kinds of expenses do you think that candidates have when running a campaign? What are the most expensive things? What are the least expensive?

Additionally, there are vocabulary support activities that offer writing practice.

1. My Definitions. Write the term that best matches the illustration. Then write your own definition.

<p style="text-align: center;">Word Bank</p> <p>candidate political parties</p> <p>fundraising media</p> <p>issues oppose</p> <p>polling debate</p>	<p>1. </p> <p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p>
<p>3. </p> <p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p>	<p>4. </p> <p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p>	<p>5. </p> <p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p>

Select one of the images above. Write your own description of the image using as many vocabulary words as possible. You can invent your own story and name the people you see.

4. My vocabulary. This organizer will help you remember the vocabulary terms. Choose five vocabulary words and fill out the chart using your own definitions, drawings, and sentences.

WORD	DEFINITION (your own words)	VISUAL (drawing)	CONTEXT (sentence)
1.			
2.			
3.			

2. Yes, the targeted domain levels are presented within the context of the language proficiency levels. In the ELL Extensions, there are charts with proficiency levels. These activities feature reading, writing, listening, and speaking. Graphic organizers offer support to students at different proficiency levels. There are also tips for teachers.
3. Yes, the targeted domain levels are systematically integrated within the materials. In the game, the amount of reading is consistent. Students read the issues, news reports, the personal appearance speeches, the campaign ads and more on screen. Since it is a game, it is consistently presented in the same systematic way.

The other skills, speaking and listening are practiced in the support materials. The conversation starter activity is designed for pre-game discussion as a class or in small groups. This allows the students to listen to each other and speak. The game is often played in pairs and the lesson plan offers suggestions for pair work. Post-game activities have students act out scenarios and discussions.

The skill of writing is practiced in the pre- and post-game activities (see above for visuals).

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

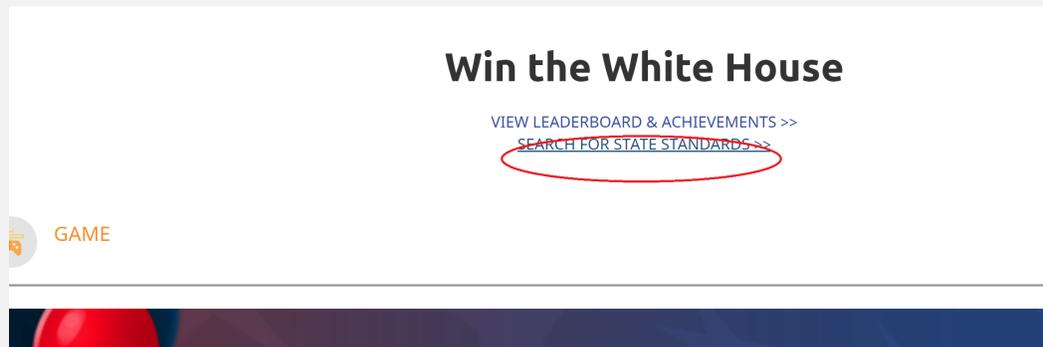
The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|---|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. Yes, the materials connect the language development standards for ELD Standard 5, the language of Social Studies and ELD Standard 1, Social and Instructional Language to state academic content standards.
2. Yes, the academic content standards are systematically represented throughout the iCivics materials. The Teacher site allows you to find your materials (such as the Extension Pack and related lesson plans) and select the standards (either common core or a specific state) to see the correlation.



Here is an example of how the resources are correlated. There's a drop down menu to select the standards and grades. The examples below show Massachusetts and Texas.

Massachusetts ▾ All Courses ▾ All Grades ▾ [Submit](#) [Print-Friendly Version](#)

Search Results Powered by [Academic Benchmarks](#) 1 – 2 Results

Massachusetts Curriculum Frameworks > History and Social Science (2018)

Grade 8: United States and Massachusetts Government and Civic Life

- ⊕ 8.T4.5 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
- ⊕ 8.T4.6 Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).

Texas ▾ All Courses ▾ All Grades ▾ [Submit](#) [Print-Friendly Version](#)

Search Results Powered by [Academic Benchmarks](#) 1 – 6 Results

Texas Essential Knowledge and Skills > Social Studies (2018)

United States Government

- ⊕ 9–12.2.A describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- ⊕ 9–12.9.B explain the process of electing the president of the United States and analyze the Electoral College; and
- ⊕ 9–12.13.C describe the voter registration process and the criteria for voting in elections.

Texas Essential Knowledge and Skills > Social Studies (2010)

United States Government

- ⊕ 2.A give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- ⊕ 2.B analyze the impact of political changes brought about by individuals, political parties, interest groups,

3. Yes, social and instructional language is present in the materials, as well as the language of social studies. Within the game and Extension Pack students are using the language of social studies to interact with each other and to interact with the game. For example, students read the client cases and amendments, then they talk about it in pairs or groups. Supplemental activities use the language of Social Studies in contextualized settings.

Here are examples of activities using the language of Social Studies. In WTWH, the language is focused on the electoral process (primary and general elections, Electoral College)

Ask students: *What do you need to win a presidential campaign?* Have them brainstorm answers. Then display the "Votes! Votes! Votes" slide and go over the definitions. Move on to the "Electoral College Map" slide. Point out the colors and numbers.

Prompt students to talk about what they see using the questions on the slide. Explain that the Republican party is associated with red and the Democratic party with blue. Have students guess what purple means. Explain that the numbers are votes from each state which are part of the Electoral College. Continue with the "And this state's votes go to..." slide. Provide students with additional details using the slide notes.

I. Building Background & Vocabulary Development

Understanding the presidential election process in America may be new to students. As you build context, consider:

- L1 Heritage Connections - Have students share the terms for "president", "state", "political party", "issue", "vote", and "election" in their native language. Discuss any similarities or cognates.
- Cultural Comparisons - Have students compare what presidential elections are like in their country of origin to the U.S., if appropriate. (For example: frequency, types and names of political parties, role of the media, how votes are counted, how campaigns are won, how a candidate is nominated, etc.)

II. Building Background & Vocabulary Development

Understanding what makes up a campaign

Delve deeper into the campaign process using the "Ingredients of a Campaign" slide activity. As you go through the slides, ask questions about each image... Ex: *What is happening in the picture?* To foster discussion, provide sentence frames to support the slides as needed.

- *A source of funding (or raising money) is _____.*
- *Two campaign expenses are _____ and _____.*
- *One source of data is _____.*
- *Campaign ads are important because (reason).*
- *Personal appearances are important because (reason).*
- *Data is used for (reason).*

The Extension Pack includes two activities featuring graphic organizers that use Social Studies language.

1. Match it! Match the activity with the illustration. Draw lines to make pairs. Then choose three terms and write sentences.



national convention

fundraising

media campaign

personal appearance

polling

primary debate



1. _____
2. _____
3. _____

A. Campaign Chaos! Put the steps of the electoral process in the right order by numbering them 1-4.

National Elections

Primary Debates

National Party Conventions

Primary Elections

B. Sentence Completion. Complete each sentence with the best word from the word bank below.

personal appearances disagrees momentum polling positive

1. A candidate uses _____ to get data or information on what people think about important issues.
2. It's important for a candidate to personally visit states to gain _____ there.
3. Negative ads can show that your opponent _____ with issues that people in a state are likely to support.
4. _____ campaign ads focus on the candidate's positions and why they should be elected.
5. _____ help candidates meet face-to-face with voters in a state.



B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- | | | |
|---|------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? | Yes | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, the materials present an opportunity for language learners to engage in various cognitive functions regardless of their language level. Within the game, students will identify and recall issues, and determine the appropriate responses/support for their campaign by giving speeches, running campaign ads, polling states, and raising funds. In the support materials, students will describe, identify, recall, recognize, and more. They complete a mind map that details how to run for president which requires high order thinking skills. Additionally, they create follow-up stories based on the game (orally or in writing). These activities involve higher order thinking.
2. Yes, there are multiple opportunities for engaging in higher order thinking throughout the game and support materials. Within the game, the player has to try to gain electoral votes in each state by fundraising, polling, giving personal appearances, and running media campaigns. They are expected to recognize and identify the issue, recall the elements needed to support their campaign and work to gain momentum and support from states. There is a lot of strategy involved since their opponent (the computer) is running against them and they need to figure out how to win the campaign. In the support materials, students work in pairs, groups, or as a class and engage in higher order thinking. In the Extension Pack, the activities give context and purpose to the game and reinforce the game concept leading to deeper learning for students.

This is from the WTWH Extension Pack:

Lesson Objectives: The student will...

- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion
- Describe the various sources and uses of campaign funding
- Describe the purpose of polling data
- Analyze how parts of a whole interact to produce outcomes in complex systems

This is from the Game Guide

Learning Objectives

- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion
- Analyze how parts of a whole interact to produce outcomes in complex systems



C. Supports for Various Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | Yes | No |

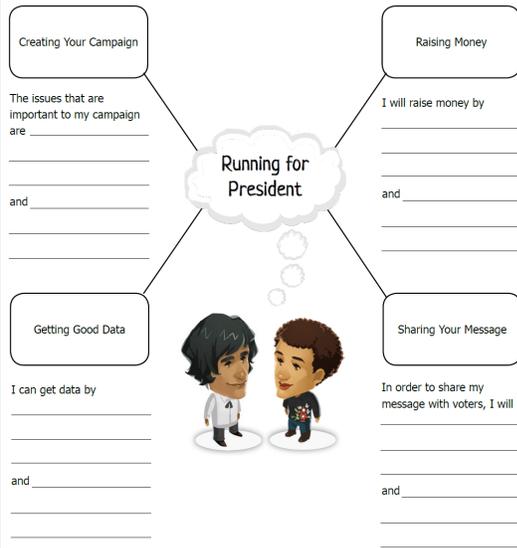
Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, the materials do provide scaffolding supports for students to advance within a proficiency level. Here is an example of a chart. Here students can start at one level, and if they play the game multiple times, they can advance.

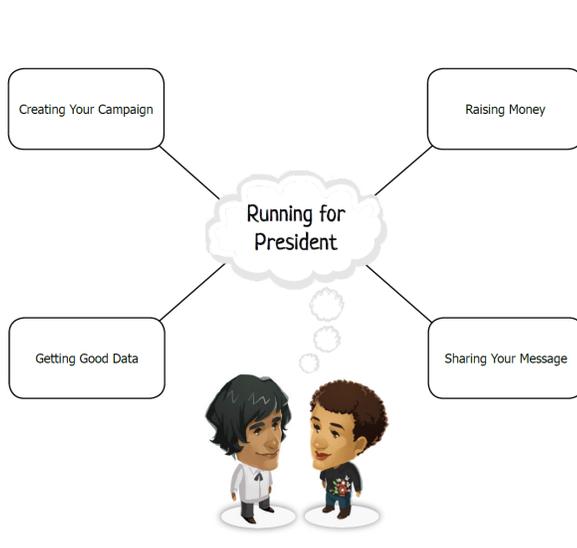
Beginner	Intermediate	Advanced
Play as a whole class. Model how to use reference materials like the issue guide. Have students direct your game play using your interactive whiteboard.	Ask students to play in pairs. One partner is the candidate, and navigates the game on the computer. The other is the campaign manager and offers advice using reference materials – issue guide, translators, etc. Halfway through the class period students should switch roles.	Students may play independently. Make reference materials (issue guide, translators, etc.) available as needed.

The graphic organizers and visual supports in the Extension Pack allow students to work at their current level. As their proficiency improves, they can use the same materials but advance by writing phrases or sentences instead of words. For example, a beginner may use the version on the left, filling it out with words/phrases, an intermediate student may write sentences and an advanced student may write a paragraph (using the version on the right). Students can use the organizer that best works for them.

2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.



2. The Candidate's Mind Map. Running for president involves a lot of different tasks. Complete the mind map with supporting details.



2. Yes, the materials provide scaffolding supports for students to progress from one proficiency level to the next. The ELL extensions include graphic organizers that can be used for different levels. Students can use the same organizers and visuals, but expand upon their work (writing longer sentences or even paragraphs).
3. Yes, the scaffolding supports are presented systematically throughout the materials. In the game, students try to gain support in different states. The student can choose to click on the voice over audio and the glossed terms for additional help. He or she can also contact Ana, the campaign manager, for additional support. She helps narrow down the answer options so that the student can choose which text to use in speeches or media ads. The student has a certain number of uses of this tool, but can “recharge” the phone battery to call Ana in between turns. In this way, the game has a systematic, built-in scaffolding. The support materials provide supplemental activities designed to reinforce and expand upon the content in the game.

D. Accessibility to Grade Level Content

- | | |
|---|----------------------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes No |
| 3) Is the grade-level content systematically presented throughout the materials? | Yes No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, the game is linguistically and developmentally appropriate for middle school (Grades 6-8) and high school. The activities and text were written for their level. Also, the standards for certain states highlight how it is connected to different grades (middle or high school). You can go to the game and search for standards per state. Here is an example from Massachusetts.

Massachusetts ▾ All Courses ▾ All Grades ▾ Submit [Print-Friendly Version](#)

Search Results Powered by [Academic Benchmarks](#) 1 – 2 Results

Massachusetts Curriculum Frameworks > History and Social Science (2018)

Grade 8: United States and Massachusetts Government and Civic Life **+** 8.T4.5 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

Massachusetts Curriculum Frameworks > History and Social Science (2018)

Grade 8: United States and Massachusetts Government and Civic Life **+** 8.T4.6 Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).

2. Yes, the grade-level content is accessible for the targeted levels of language proficiency. The ELL Extensions provide additional activities to help students master content specific (Social Studies) vocabulary. There are also tips for instructors in addition to the scaffolded charts.

- Have students work in pairs or small groups to complete your choice of vocabulary activities.
- Provide students with a brief list of words that you want them to know and practice. Use the Glossary of Game Terms as a reference.
- Have volunteers share their graphic organizers and illustrations with the class.

For English proficiency adjustments, consider these tips:

- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson. 

3. Yes, the grade-level content is systematically presented throughout the materials. The travelers tell their stories in language that is appropriate for middle school (and high school). Since it is a video game, the structure is systematic. The player (as the candidate) has to choose a state and raise money and then decide about polling, personal appearances and media. Then their opponent (the computer) plays and also may do a personal appearance, media ad or poll. Social studies content language is consistently and systematically used in all text elements of the game. The support materials offer pre- and post-game practice that utilizes content language at the appropriate level for middle school (Grades 6-8) and upper elementary (Grades 4-5). There is a mini-quiz that checks students' comprehension.

Here are some examples of grade-level reading.

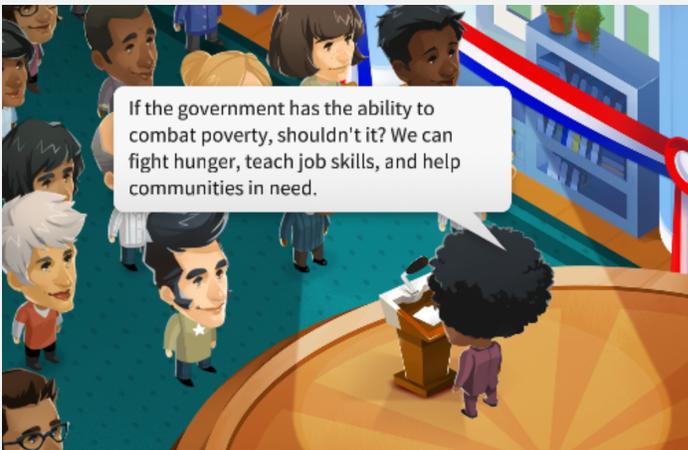
Support your position on cleaner alternative energies

> The **right** of adults to **vote** is as American as... well, it's the most American thing there is! That, and apple pie of course. 

> America needs to maintain its **independence** on the **global** stage. We're not "just another country"! 

> We can make **energy** from the sun, wind, waves, plants, and even the earth's core! Let's do it! 

Televise Ad



Pollution Standards

The **government** should take clear and bold steps to **limit** pollution. We need to **address** the **impact** of **pollution** on our people and our **environment**.

E. Strands of Model Performance Indicators

- | | | |
|--|------------|----|
| 1) Do materials include a range of language functions? | Yes | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | No |
| 3) Do the language functions support the progression of language development? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Yes, the materials include a range of language functions. The objectives show that students are expected to explain, identify, describe, and analyze. In the game and the activities they also define, recall, recognize, and compose. These functions are carried out while playing the game and in the support materials.

This is from the WTWH Extension pack

Lesson Objectives: The student will...

- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion
- Describe the various sources and uses of campaign funding
- Describe the purpose of polling data
- Analyze how parts of a whole interact to produce outcomes in complex systems

2. Yes, the language functions are incorporated into communicative goals and activities. The game can be played in pairs, or as a whole class, where students communicate with each other to make decisions. In the supplemental materials, there are activities that involve speaking. Additionally, there is a set of conversation starters in the Game Guide that ask questions in which students use the language functions to communicate in groups or as a class.

Pre-Game Questions

You can use these questions to lead into playing *Win the White House* in the classroom.

- What are political parties? Why do they exist?
- What do candidates have to do to get elected?
- Why do candidates have to fundraise as part of a campaign? What is the money for?
- How do candidates choose campaign issues?
- What is a primary? How is it different than a regular election?



Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Win the White House*.

- Which states did you spend most of your time conducting campaign activities in? Why?
- Why would a candidate choose not to campaign in a state?
- What is momentum, why does it change when you work in a state?
- Why do you think personal appearances are considered more effective than advertisements in the game? Do you think this is like real life? Why?
- Does the campaign process give all Americans the chance to learn about a candidate and make an informed decision? Why or why not?
- What role do political parties play in an election?

3. Yes, the language functions support the progression of language development. Students can play the game multiple times using the supports within the game (glossary, voice over, contact campaign manager). Additionally, the ELL Supports in the Extension Pack offer sentence starters, questions, and graphic organizers to support the progression of language development. The leveled suggestions offer continued support as students progress from one language proficiency level into another. Also, the Vocabulary activities support progression. The graphic organizers are built to be adaptable as students progress from demonstrating their vocabulary knowledge in picture form to words and phrases to sentence use. The activities use different language functions throughout.