



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

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): Branches of Power

Publisher: iCivics

Materials/Program to be Reviewed: Branches of Power Game; Game Guide; BoP 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 simulate the way separation of powers and checks and balances limit government; describe the three branches of government; analyze the structure, functions, and processes of the legislative, executive, and judicial branches; explain / and illustrate how an idea becomes a law. The support materials help

teachers instruct students on the branches of government including the separation of powers and the system of checks and balances. It presents 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 Branches of Power (or BoP) 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

Display the “Let’s play!” slide to activate prior knowledge. Ask: Who do you see in the pictures? What roles do they play? Have students brainstorm answers to the question about how they all work together.

Ask pairs of students to make connections between how jobs are separated in sports and also in government by showing the “The game of government!” slide. Have them answer the questions as you explain the idea of “checks and balances”. Sample answers: *The Referee can check the players. The coach can question the referee, etc.*

Beginner	Intermediate	Advanced
<p>Sentence starters:</p> <p><i>I see _____ . What do you see?</i></p>	<p>Sentence starters:</p> <p><i>I think the person in the picture is (role)_____ . His/her job is to _____ because _____ .</i></p>	<p>Give a brief description about one person's job/role from the photographs. <i>Some questions to consider: Who is this person? What does he/she do in the game? How is his/her job different from others?</i></p>

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.

Act it out!



Work in groups of four. You each have a role:

1. President (Executive)
2. Speaker of the House (Legislative)
3. Chief Justice of the Supreme Court (Judicial)
4. Bill / Law

3. Will Your Bill Pass? Read the bill. Choose whether you would add the clauses or not. Explain to a partner or write an explanation for why.

BILL

Everyone needs organized healthcare at some point in their lives. What role does the government need to play?

Clause 1

All routine dental procedures will be covered by the government.

Clause 2

Allow individuals and families to choose how best to support their own health.



Clause 1 Yes _____ No _____

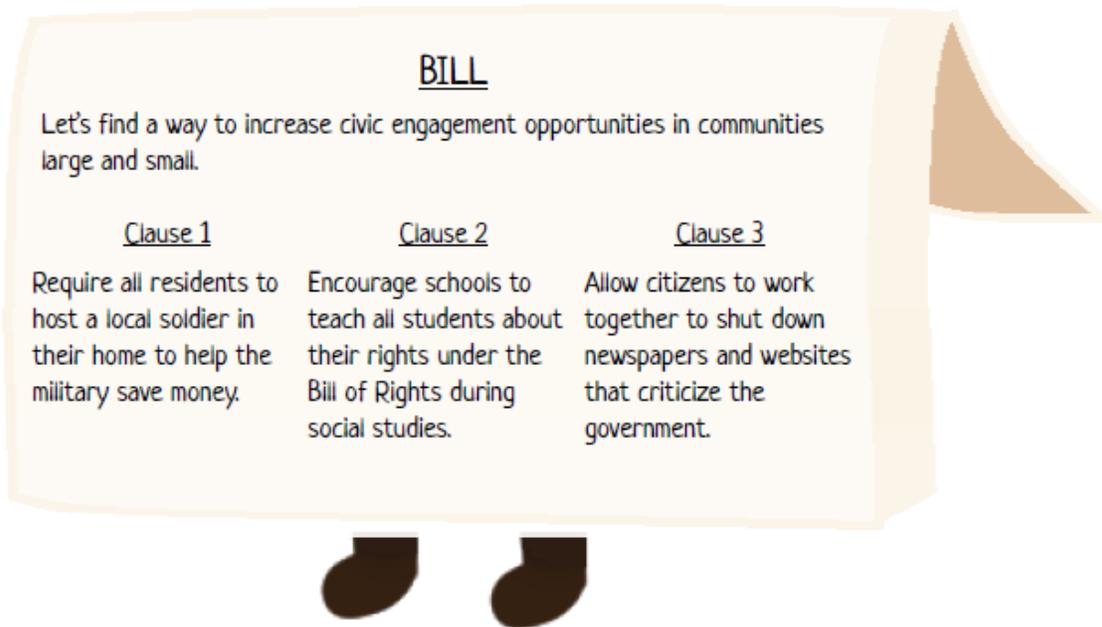
Why? _____

Clause 2 Yes _____ No _____

Why? _____

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 three branches of government and their roles. The game is naturally scaffolded (students first choose an idea, then present it, then it becomes a bill, and eventually a law). There is also a different support tool in each branch. It asks a question and highlights key terms to help students make their decision. 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 “Is this Constitutional” activity has students use what they learned in the game to determine if a law is constitutional.

5. Is this constitutional? Imagine that you are a Supreme Court Justice. You are evaluating a law about civic engagement. Write if each clause is constitutional or unconstitutional and explain why. Use the amendments below to help you.



<u>Clause 1</u>	<u>Clause 2</u>	<u>Clause 3</u>
Require all residents to host a local soldier in their home to help the military save money.	Encourage schools to teach all students about their rights under the Bill of Rights during social studies.	Allow citizens to work together to shut down newspapers and websites that criticize the government.
Clause 1	Clause 2	Clause 3
Constitutional _____	Constitutional _____	Constitutional _____
Unconstitutional _____	Unconstitutional _____	Unconstitutional _____
Why? _____	Why? _____	Why? _____
_____.	_____.	_____.



1st Amendment:
Freedom of Expression



3rd Amendment:
Not House Soldiers

Since it is a game, making a law follows a systematic process. First, they must choose an idea and have a press conference. Then they can turn the idea into a law by introducing it in the legislative branch. Then they deliberate in Congress (adding/removing clauses to their bill). The game itself is systematic and utilizes student assets and their knowledge of the three branches. Students choose a topic (idea) and

follow different steps to turn it into a law. They can create more than one law in a game, but it always follows the same process.

There are also support tools available such as glossed terms (in blue), voice over audio, and a decision making tool that functions differently in each branch.

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.

- 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 people working together.

Beginner	Intermediate	Advanced
Sentence starters: <i>I see _____. What do you see?</i>	Sentence starters: <i>I think the person in the picture is (role)_____.</i> <i>His/her job is to _____ because _____.</i>	Give a brief description about one person’s job/role from the photographs. <i>Some questions to consider: Who is this person? What does he/she do in the game? How is his/her job different from others?</i>

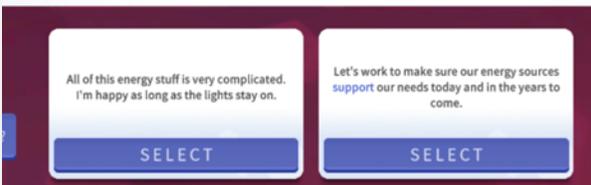
In this example, students use slides and talk about the three branches of government.

Beginner	Intermediate	Advanced
Sentence starters: <i>These people serve in the (name of) _____ Branch: (job title) _____.</i> <i>In the (name of) _____ Branch, they (action verbs) _____.</i>	Sentence starters: <i>The branches work together to (reason) _____.</i> <i>For a bill to become a law, it (explanation) _____.</i>	Have students ask each other the questions from the slides in pairs or groups. <i>Who serves in this branch?</i> <i>What do they do here?</i>

2. Yes, the language features at the discourse dimension are addressed systematically throughout the game. Students begin by selecting an agenda and values. They first go to the Executive Branch and propose a bill. Students can create more than one bill in a game and the language is similar and consistent. The repetition is systematic.



How will you introduce this topic?



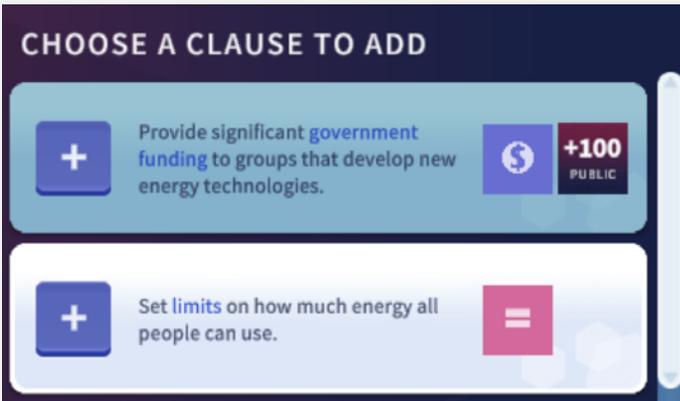
Which proposal would grow civic engagement the most?



Here is an example of choosing a bill to introduce in Congress.



Once they are in the legislative branch, they hold hearings to add clauses to their bill. Here are examples of clauses.



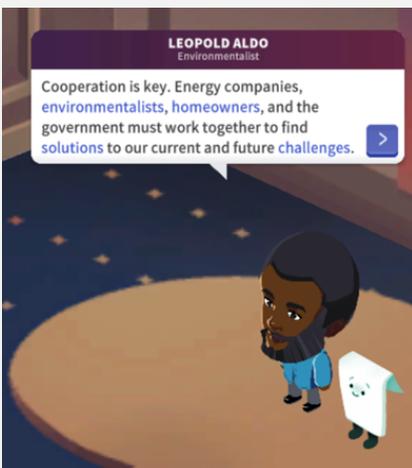
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | |
|--|---------------|
| 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 press conferences and testimony (during hearings) often use conversational English which is a bit more informal. The issue descriptions, clauses, and constitutional amendments are written in a way that middle school students can understand. There are icons and visuals (including illustrated amendments to bring context as well) 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 dimension are addressed systematically. In each round of the game, the player chooses a branch and works on a bill (moving from idea to bill to law). They give a press conference, hold hearings, add/remove clauses, and call for a vote. They also head to the Judicial branch where it is again at the sentence dimension.

Here is an example of a hearing where an expert gives testimony on a proposed bill (based on what the student selected).



Here is an example of a bill that has been passed in Congress. The student sends it back to the Executive Branch to decide to approve or veto it (in the role of President).

FUTURE OF ENERGY
PASSED BILL

CLAUSES

- Provide significant government funding to groups that develop new energy technologies. **+100 PUBLIC**
- Connect energy companies with universities that are discovering new sources of power. **+100 PUBLIC**
- Encourage researchers and scientists to work together and share discoveries on alternative energy sources. **+100 PUBLIC**
- Take land from people who live in areas with a lot of oil and give it to companies that want to drill. **+100 PUBLIC**

DESCRIPTION

The energy, or power, our nation needs to run can be drawn from many sources.

SUPPORT

EXECUTIVE	PUBLIC	HOUSE	SENATE
650	54%	56%	

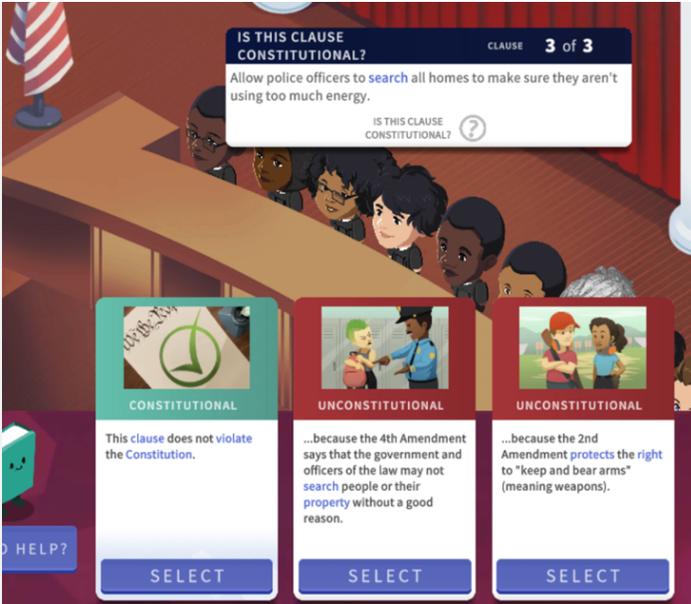
In the Judicial Branch, the new law is reviewed by the Supreme Court to decide whether or not it is Constitutional. The Chief Justice speaks (at discourse level). They review several clauses. It is the same language that they have already seen in the other two branches (when they proposed and reviewed the bill in each branch).

CHALLENGED CLAUSES
Future of Energy

- Take land from people who live in areas with a lot of oil and give it to companies that want to drill. **?**
- Encourage researchers and scientists to work together and share discoveries on alternative energy sources. **?**
- Allow police officers to search all homes to make sure they aren't using too much energy. **?**

CONTINUE

Here is an example of the screen where they review the clauses:



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

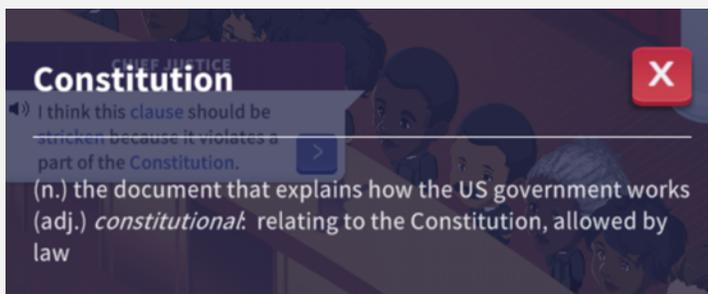
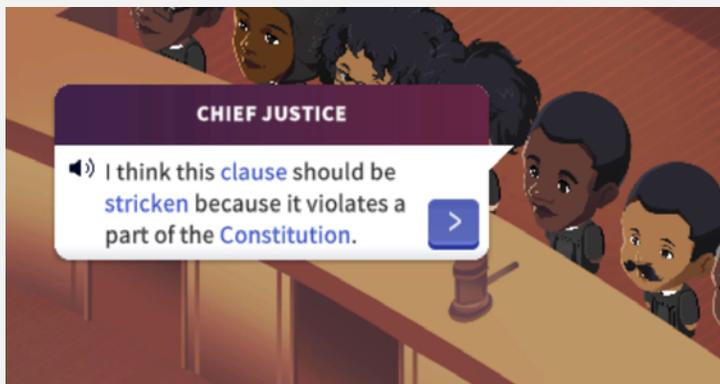
²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

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.

1. Yes, the materials address language features at the word/phrase dimension consistently. Throughout the game (in all branches), 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, all text (words, expressions, phrases, etc.) is contextualized within the setting of each branch. In this game, the student is playing the role of the leader of each branch of government. The player presents an idea in the Executive Branch, turns it into a bill in the Legislative branch, holds hearings, deliberates, and votes. If a bill passes, it goes to the Executive branch for an approval or a veto. Some laws have unconstitutional clauses and head to the Supreme Court for review. Content area terms and other terms (tiers 2 and 3) are highlighted in blue in the context of the sentence. 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.

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:

3. **My vocabulary.** This organizer will help you remember the vocabulary terms. Fill out the chart with six words of your choice from the glossary. Write a definition and include a drawing. You may use a dictionary.

1.	2.	3.
Word: _____ Definition: _____ _____ _____ _____	Word: _____ Definition: _____ _____ _____ _____	Word: _____ Definition: _____ _____ _____ _____

Branches of Power Name: _____

The Three Branches Use the word bank to fill in the chart with details.

cabinet	deliberate	introduce bill	propose ideas	review law
Chief Justice	hold hearing	Vice President	Representatives	Senators
vote	hold press conference	President	review bill	Supreme Court Justices

 <p>Legislative</p> <p>Who serves in this branch?</p> <p>_____</p> <p>_____</p> <p>What do they do?</p> <p>_____</p> <p>_____</p>	 <p>Executive</p> <p>Who serves in this branch?</p> <p>_____</p> <p>_____</p> <p>What do they do?</p> <p>_____</p> <p>_____</p>	 <p>Judicial</p> <p>Who serves in this branch?</p> <p>_____</p> <p>_____</p> <p>What do they do?</p> <p>_____</p> <p>_____</p>
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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 first 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** **Yes** **No**

proficiency levels?

- 2) **Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?** **Yes** No
- 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. Although the WIDA Proficiency levels are not explicitly mentioned in the materials, the iCivics materials covers them. The ELL extensions in the Extension Pack differentiate between three proficiency levels (beginner similar to WIDA 1-2, intermediate WIDA 3-4 and advanced WIDA 5-6). This chart shows how to adapt the Starter Activity for different English proficiency levels.

Starter Activity

You can adapt the Starter Activity to adjust for different English proficiency levels. Try these strategies: using electronic dictionaries or translation tools, providing a word bank or sentence starters to help answer the questions, and asking students to discuss the illustrations on the slides using the sentence starters or questions.

Beginner	Intermediate	Advanced
Sentence starters: <i>I see _____. What do you see?</i>	Sentence starters: <i>I think the person in the picture is (role) _____. His/her job is to _____ because _____.</i>	Give a brief description about one person’s job/role from the photographs. <i>Some questions to consider: Who is this person? What does he/she do in the game? How is his/her job different from others?</i>

This chart and the tips for teachers offers support during game play:

- 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.
- Encourage the use of the game’s reference materials for support – glossary, decision support tool, repeated voice over, etc. The game is available in Spanish, consider using translating tools in other languages as needed.

Beginner	Intermediate	Advanced
Play as a whole class. Have students direct your game play using your interactive whiteboard.	Ask students to play in pairs, deciding a role for each student.	Have these students play independently. Make reference materials available as needed.

2. Yes, the ELL Supports provide differentiation of language proficiency that is developmentally and linguistically appropriate for the designated language 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 a word bank 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:

The Three Branches Fill in the chart with details.

Legislative	Executive	Judicial
Who serves in this branch?	Who serves in this branch?	Who serves in this branch?
What do they do?	What do they do?	What do they do?

iCivics © 2020 iCivics, Inc. Three Branches Graphic Organizer

Copy one half sheet per student. Two versions are included. A supported ELL version is below.

Branches of Power Name: _____

The Three Branches Use the word bank to fill in the chart with details.

cabinet	deliberate	introduce bill	propose ideas	review law
Chief Justice	hold hearing	Vice President	Representatives	Senators
vote	hold press conference	President	review bill	Supreme Court Justices

Legislative	Executive	Judicial
Who serves in this branch?	Who serves in this branch?	Who serves in this branch?
What do they do?	What do they do?	What do they do?

- Yes, differentiation is systematically addressed in the iCivics materials. Activities in the Extension Pack have 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.

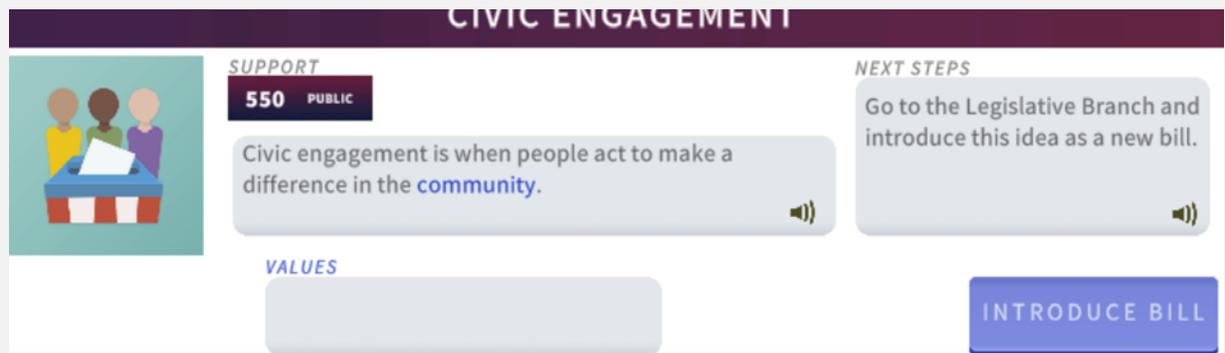
- | | | |
|---|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically 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, press conferences, hearings, testimony, clauses, amendments, dialogue from different branch leaders, 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:

Introducing a bill:



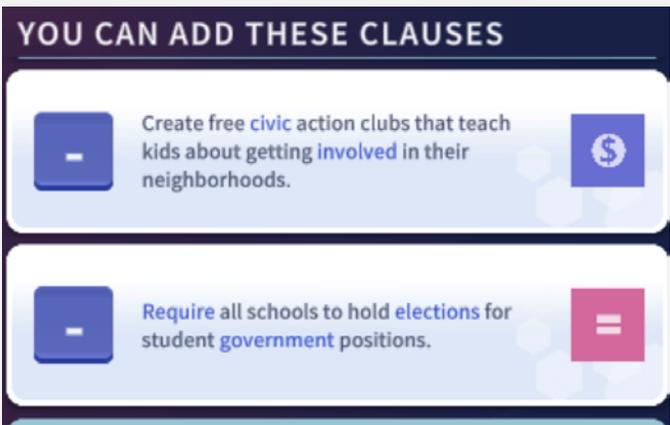
Hearing testimony (during a hearing):



Choosing an action to take:



Adding or removing clauses during deliberation:



Listening and speaking:

The new version of the game has voice over audio, so students can listen to the three branch leaders and hear recordings of much of the text in the game that has VO icons like this:



BoP 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.

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 make connections between how jobs are separated in sports and also in government by showing the "The game of government!" slide. Have them answer the questions as you explain the idea of "checks and balances". Sample answers: *The Referee can check the players. The coach can question the referee, etc.*

Prompt students to talk about the questions on the "Three Branches" slide using the questions on the slide.

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.

The first one is an "Act it Out" oral activity from the slides, followed by other examples below:



Act it out!

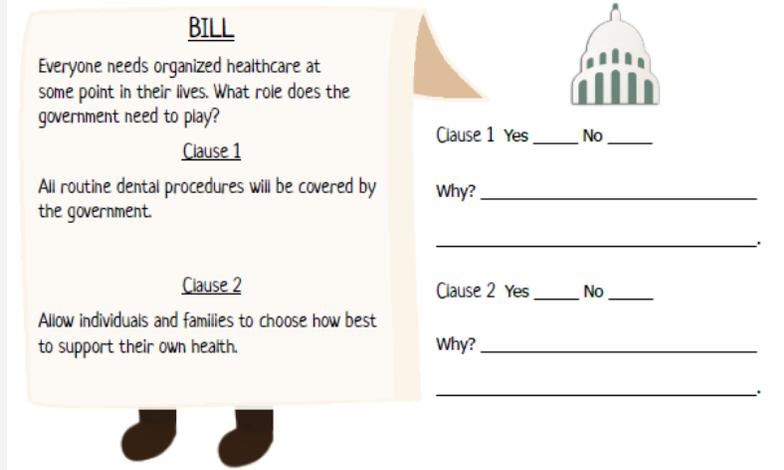
Work in groups of four. You each have a role:

1. President (Executive)
2. Speaker of the House (Legislative)
3. Chief Justice of the Supreme Court (Judicial)
4. Bill / Law

Explain the process of how the bill becomes a law by showing how all three branches can affect it.

iCivics
www.icivics.org

3. Will Your Bill Pass? Read the bill. Choose whether you would add the clauses or not. Explain to a partner or write an explanation for why.



BILL

Everyone needs organized healthcare at some point in their lives. What role does the government need to play?

Clause 1

All routine dental procedures will be covered by the government.

Clause 2

Allow individuals and families to choose how best to support their own health.



Clause 1 Yes ____ No ____

Why? _____

Clause 2 Yes ____ No ____

Why? _____

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

1. How do the three branches check each other's power?

2. What would happen if all the power belonged to one person?

3. If you were going to be a member of a branch of government, which one would you want to be a part of? Why?

4. How is the lawmaking process affected if the president and Congress have different values?



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 *Branches of Power* in the classroom.

- What are the three branches of government? *Executive, Legislative, Judicial*
- What is the role of each branch of government?
The legislative makes the laws, executive carries them out, and the judicial interprets laws.
- What is the purpose of having three separate branches?
It keeps any one person or branch from having too much power.
- What does "constitutional" mean? *Legal according to the Constitution.*
- How do the branches work together to create constitutional laws? *Answers will vary.*

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Branches of Power*.

- Which parts of the game were the easiest? The hardest? *Answers will vary.*
- If you were going to be a member of a branch of government, which one would you want to be part of? Why?
- What would be the advantage of having one branch that does everything? What would be the disadvantage?
- How is the lawmaking process affected if the president and Congress have different values?

Writing:

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

The Three Branches activity that involves writing. There are two versions (one with a word bank and

one without).

The Three Branches Fill in the chart with details.

 Legislative	 Executive	 Judicial
Who serves in this branch?	Who serves in this branch?	Who serves in this branch?
What do they do?	What do they do?	What do they do?

iCivics © 2020 iCivics, Inc. Three Branches Graphic Organizer
Copy one half sheet per student. Two versions are included. A supported ELL version is below.

Branches of Power Name: _____

The Three Branches Use the word bank to fill in the chart with details.

cabinet	deliberate	introduce bill	propose ideas	review law
Chief Justice	hold hearing	Vice President	Representatives	Senators
vote	hold press conference	President	review bill	Supreme Court Justices

 Legislative	 Executive	 Judicial
Who serves in this branch?	Who serves in this branch?	Who serves in this branch?
_____	_____	_____
What do they do?	What do they do?	What do they do?
_____	_____	_____
_____	_____	_____

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. Write your answers.

- How do the three branches check each other's power?

- What would happen if all the power belonged to one person?

- If you were going to be a member of a branch of government, which one would you want to be a part of? Why?

- How is the lawmaking process affected if the president and Congress have different values?



Activity 5 involves reading and writing.

5. **Is this constitutional?** Imagine that you are a Supreme Court Justice. You are evaluating a law about civic engagement. Write if each clause is constitutional or unconstitutional and explain why. Use the amendments below to help you.

BILL

Let's find a way to increase civic engagement opportunities in communities large and small.

<p style="text-align: center;"><u>Clause 1</u></p> <p>Require all residents to host a local soldier in their home to help the military save money.</p>	<p style="text-align: center;"><u>Clause 2</u></p> <p>Encourage schools to teach all students about their rights under the Bill of Rights during social studies.</p>	<p style="text-align: center;"><u>Clause 3</u></p> <p>Allow citizens to work together to shut down newspapers and websites that criticize the government.</p>
--	--	---

Clause 1	Clause 2	Clause 3
Constitutional _____	Constitutional _____	Constitutional _____
Unconstitutional _____	Unconstitutional _____	Unconstitutional _____
Why? _____	Why? _____	Why? _____
_____	_____	_____



1st Amendment:
Freedom of Expression



3rd Amendment:
Not House Soldiers

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

2. **Pictures.** Choose the best word from the glossary of game terms for each image. Then write a sentence explaining why the picture represents that word.

		
Word: _____	Word: _____	Word: _____
Sentence: _____	Sentence: _____	Sentence: _____
_____	_____	_____
_____	_____	_____
		
Word: _____	Word: _____	Word: _____
Sentence: _____	Sentence: _____	Sentence: _____
_____	_____	_____
_____	_____	_____



3. My vocabulary. This organizer will help you remember the vocabulary terms. Fill out the chart with six words of your choice from the glossary. Write a definition and include a drawing. You may use a dictionary.

1.	2.	3.
Word: _____ Definition: _____ _____ _____ _____	Word: _____ Definition: _____ _____ _____ _____	Word: _____ Definition: _____ _____ _____ _____

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, actions, clauses, amendments, testimonies, 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 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

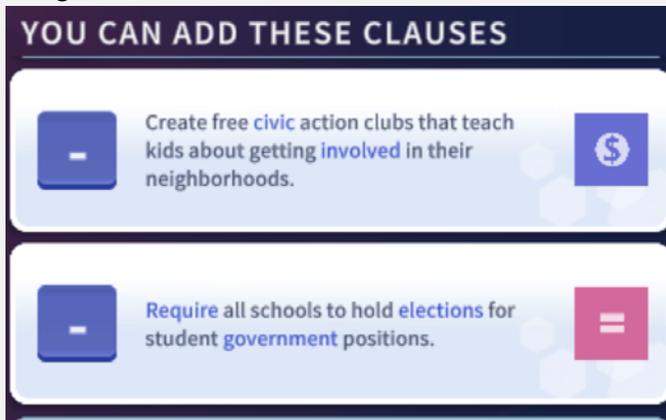
content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can 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.

- 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. Standard 5 is the language of social studies. The game and support materials focus on the three Branches of Power and use the content-area vocabulary related to this topic. The game itself has a built in glossary where students can click on terms to see them defined in context and there is a glossary of game terms along with vocabulary practice in the Extension pack. Students are introduced to the Social studies language in the pre-game activities and utilize it in the game and post-game practice.
 In the game, students run all three branches of government and consistently utilize social studies language. The game is also connected to Standard 1 since it is designed to be used in within the school setting.
 In this visual, you can see social studies language (civic, elections, government) highlighted along with other terms.



Here is an example of a vocabular activity that uses Social Studies language (bill, Constitution,

law, etc.).

2. Pictures. Choose the best word from the glossary of game terms for each image. Then write a sentence explaining why the picture represents that word.

 Word: _____ Sentence: _____ _____	 Word: _____ Sentence: _____ _____	 Word: _____ Sentence: _____ _____
 Word: _____ Sentence: _____ _____	 Word: _____ Sentence: _____ _____	 Word: _____ Sentence: _____ _____



In the game, everything is contextualized and students carry out the different tasks (here is an example).



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.

Branches of Power

[VIEW LEADERBOARD & ACHIEVEMENTS >>](#)

[SEARCH FOR STATE STANDARDS >>](#)

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 Florida and Illinois.

Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 7	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 7	SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 7	SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 7	SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 7	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.

Illinois	Assessment Framework > Social Science (2007)
Grade 8	14.8.08 Describe how a bill becomes a law in both the Illinois and U.S. legislatures.
Illinois	Performance Descriptors > Social Science (2002)
Stage E	14B.2 Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches.
Illinois	Performance Descriptors > Social Science (2002)
Stage E	14B.3 Describe the system of checks and balances between the three branches of the federal government.

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. Supplemental activities use the language of Social Studies in contextualized settings.

Here are examples of activities using the language of Social Studies. In BoP, the language is focused on the lawmaking process and the three branches of government.

Ask pairs of students to make connections between how jobs are separated in sports and also in government by showing the "The game of government!" slide. Have them answer the questions as you explain the idea of "checks and balances". Sample answers: *The Referee can check the players. The coach can question the referee, etc.*

Prompt students to talk about the questions on the "Three Branches" slide using the questions on the slide.

Display the "Let's start with an idea" slide. Go over the text and focus on the 3 stages (idea to bill to law).

Display the slides for the Three Branches. Be sure to review the definitions of the key words (found in the Glossary of Game Terms, page 8 in PDF). Students will see these terms in the game. Then have students work in pairs or groups to fill out the Three Branches Graphic Organizer. Clarify language or questions as needed. Have students write their ideas on the paper graphic organizers (note: there is a supported ELL version), then call on students to write their ideas on the whiteboard.

Introducing a complex concept like separation of powers and checks and balances can be difficult. We recommend going through each branch one at a time. As you go through the slides for the "Three Branches" activity, ask questions about each slide and have students describe the image and read the actions. Have students compare what relevant content is like in their country of origin to the U.S., if appropriate.

Beginner	Intermediate	Advanced
<p>Sentence starters:</p> <p><i>These people serve in the (name of) _____ Branch: (job title) _____.</i></p> <p><i>In the (name of) _____ Branch, they (action verbs) _____.</i></p>	<p>Sentence starters:</p> <p><i>The branches work together to (reason) _____.</i></p> <p><i>For a bill to become a law, it (explanation) _____.</i></p>	<p>Have students ask each other the questions from the slides in pairs or groups.</p> <p><i>Who serves in this branch?</i></p> <p><i>What do they do here?</i></p>

The Extension Pack includes many activities that use Social Studies terminology.

The Three Branches Use the word bank to fill in the chart with details.

cabinet	deliberate	introduce bill	propose ideas	review law
Chief Justice	hold hearing	Vice President	Representatives	Senators
vote	hold press conference	President	review bill	Supreme Court Justices

 Legislative	 Executive	 Judicial
Who serves in this branch? _____ _____	Who serves in this branch? _____ _____	Who serves in this branch? _____ _____
What do they do? _____ _____	What do they do? _____ _____	What do they do? _____ _____

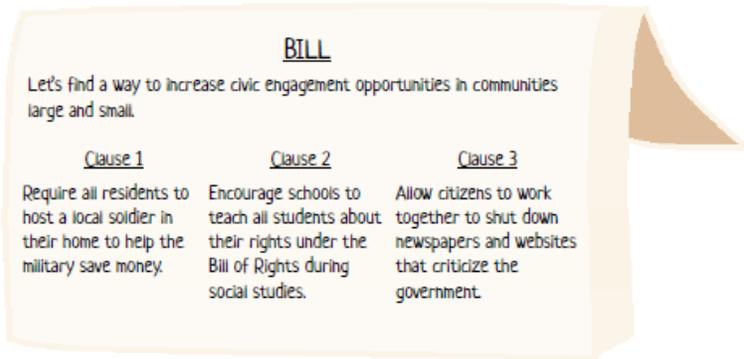
1. Who Does What? Mark the branches' column for each statement that is true for that branch. More than one box can be checked for each item.

	 Legislative	 Executive	 Judicial
1. Includes the President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Includes the Supreme Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Includes Congress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Declares laws unconstitutional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Vetoes or signs laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Impacts the content of a law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Holds hearings about a bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Writes clauses for the bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Takes a vote on the bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Deliberates on what's in the bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Separation is All about "But" Some powers belong to the legislative branch, others to the executive, and yet others to the judicial. Using what you learned in the game, describe how the powers for impacting and shaping laws are divided among the three branches.

1. The legislative branch _____	BUT	the president can _____
2. The legislative branch _____	BUT	the judicial branch can _____
3. The president can _____	BUT	the legislative branch can _____
4. The president can _____	BUT ONLY	the legislative branch can _____

5. Is this constitutional? Imagine that you are a Supreme Court Justice. You are evaluating a law about civic engagement. Write if each clause is constitutional or unconstitutional and explain why. Use the amendments below to help you.



Clause 1	Clause 2	Clause 3
Constitutional _____	Constitutional _____	Constitutional _____
Unconstitutional _____	Unconstitutional _____	Unconstitutional _____
Why? _____	Why? _____	Why? _____
_____	_____	_____

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** Yes No

their language level?

- 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 simulate the way separation of powers and checks and balances limit government. Through the different actions in the game, they make decisions regarding their bill. They must recall certain information in order to decide to pass/veto a law in the Executive branch and to determine the constitutionality of it in the Judicial Branch. In the support materials, students will describe, analyze, explain, identify, recall, recognize, and more. They complete activities where they review a bill, have a discussion, and evaluate a law-- all of which require higher order thinking skills.
2. Yes, there are multiple opportunities for engaging in higher order thinking throughout the game and support materials. Within the game, the player takes ideas and turns them into bills and eventually laws. They are expected to recognize and identify the issue raised in the bill/idea, recall the elements needed for the bill to pass and if it is challenged, determine the constitutionality of the clauses. There is a lot of strategy involved since they only have a certain number of actions allowed in each turn (12 total). 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 concepts leading to deeper learning for students.

These objectives are from the BoP Extension Pack:

Lesson Objectives: The student will...

- Simulate the way separation of powers and checks and balances limit government
- Describe the three branches of government
- Analyze the structure, functions, and processes of the legislative, executive, and judicial branches
- Explain / illustrate how an idea becomes a law

These are from the Game Guide:

Learning Objectives

- Simulate the way separation of powers and checks and balances limit government, while contributing to the creation of laws
- Analyze the structure, functions, and processes of the legislative, executive, and judicial branches
- Illustrate the federal lawmaking process

OF
POWER

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. Have students direct your game play using your interactive whiteboard.	Ask students to play in pairs, deciding a role for each student.	Have these students play independently. Make reference materials 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 top, 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 bottom). Students can use the organizer that best works for them.

The Three Branches Use the word bank to fill in the chart with details.

cabinet	deliberate	introduce bill	propose ideas	review law
Chief Justice	hold hearing	Vice President	Representatives	Senators
vote	hold press conference	President	review bill	Supreme Court Justices



Legislative

Who serves in this branch?

What do they do?



Executive

Who serves in this branch?

What do they do?



Judicial

Who serves in this branch?

What do they do?

The Three Branches Fill in the chart with details.

 Legislative	 Executive	 Judicial
<p>Who serves in this branch?</p>	<p>Who serves in this branch?</p>	<p>Who serves in this branch?</p>
<p>What do they do?</p>	<p>What do they do?</p>	<p>What do they do?</p>

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Three Branches Graphic Organizer

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 turn a bill into a law. The student can choose to click on the voice over audio and the glossed terms for additional help. Each branch also has a decision support tool that highlights relevant text to help them choose an answer. 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 New York.

New York	Framework > Social Studies (2014)
Grade 7	7.5b.2 Students will examine how checks and balances work by tracing how a bill becomes a law.

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 the lesson plan and the slide deck) in addition to the scaffolded charts.

if appropriate.

Beginner	Intermediate	Advanced
Sentence starters: <i>These people serve in the (name of) _____ Branch: (job title) _____.</i> <i>In the (name of) _____ Branch, they (action verbs) _____.</i>	Sentence starters: <i>The branches work together to (reason) _____.</i> <i>For a bill to become a law, it (explanation) _____.</i>	Have students ask each other the questions from the slides in pairs or groups. <i>Who serves in this branch?</i> <i>What do they do here?</i>

3. Yes, the grade-level content is systematically presented throughout the materials. The written text is appropriate for middle school (and high school). Since it is a video game, the structure is systematic. The player has to choose an issue (idea) and turn it into a bill, make decisions about which actions to take (deliberate, hold a hearing, call a vote, etc.) and even determine the constitutionality of a challenged law in the Supreme Court. 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 (testimony, clauses, amendments).



FUTURE OF ENERGY PASSED BILL

●
●

●
●
●



DESCRIPTION

🔊 The energy, or **power**, our **nation** needs to run can be drawn from many sources.

CLAUSES

Provide significant government funding to groups that develop new energy technologies. +100 PUBLIC

Connect energy companies with universities that are discovering new sources of power. +100 PUBLIC

Encourage researchers and scientists to work together and share discoveries on alternative energy sources.

Take land from people who live in areas with a lot of oil and give it to companies that want to drill.

SUPPORT

	650	54%	56%
EXECUTIVE	PUBLIC	HOUSE	SENATE

IS THIS CLAUSE CONSTITUTIONAL? CLAUSE 3 of 3

Allow police officers to **search** all homes to make sure they aren't using too much energy.

IS THIS CLAUSE CONSTITUTIONAL? ?



CONSTITUTIONAL

This clause does not violate the Constitution.

SELECT



UNCONSTITUTIONAL

...because the 4th Amendment says that the government and officers of the law may not **search** people or their **property** without a good reason.

SELECT



UNCONSTITUTIONAL

...because the 2nd Amendment **protects** the **right** to "keep and bear arms" (meaning weapons).

SELECT

HELP?

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 describe, analyze, and explain. In the game and the activities they also define, identify, recall, recognize, and compose. These functions are carried out while playing the game and in the support materials.

This is from the BoP Extension pack:

Lesson Objectives: The student will...

- Simulate the way separation of powers and checks and balances limit government
- Describe the three branches of government
- Analyze the structure, functions, and processes of the legislative, executive, and judicial branches
- Explain / illustrate how an idea becomes a law

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.

CLASSROOM CONVERSATION STARTERS

Pre-Game Questions

You can use these questions to lead into playing *Branches of Power* in the classroom.

- What are the three branches of government? *Executive, Legislative, Judicial*
- What is the role of each branch of government?
The legislative makes the laws, executive carries them out, and the judicial interprets laws.
- What is the purpose of having three separate branches?
It keeps any one person or branch from having too much power.
- What does "constitutional" mean? *Legal according to the Constitution.*
- How do the branches work together to create constitutional laws? *Answers will vary.*

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Branches of Power*.

- Which parts of the game were the easiest? The hardest? *Answers will vary.*
- If you were going to be a member of a branch of government, which one would you want to be part of? Why?
- What would be the advantage of having one branch that does everything? What would be the disadvantage?
- How is the lawmaking process affected if the president and Congress have different values?

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, decision support tools). 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.