Enhanced Integration Tasks

(E.I.T.)

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What are Enhanced Integration Tasks? (E.I.T.) C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\ANZKNQT2\MC900078622[1].wmf

* An activity that will help you use your English language skills
* An activity that will help you become more involved in the community

How many E.I.T. do I have to do? C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\FEHAZ1P9\MC900312398[1].wmf

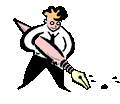
* One
* If you want to do more than one this is fine

When do I do an E.I.T.? C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\FEHAZ1P9\MC900351921[1].wmf

* On your own time
* Not during class

Will my teacher help me? C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\F3FJ55W8\MC900023477[1].wmf

* Yes, but you have to do a lot of work on your own
* Ask for help if you need it

Where do I write about my activity? 

* In your journal

**Enhanced Integration Task 1**

***Obtain a Library Card and Explore the Library***

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| **1. Activity Description** |
| After completing a library card application and receiving their new card, students explore the library and select a section of the library that interests them. |
| **2. Objective for Activity** |
| Students will complete the Montgomery County application for a library card.  Students will obtain the card.  Students will tell their classmates about the library. |
| **3. Materials you will need** |
| Library card application – ask librarian for one  **OR** use the internet to get it:  http://www.montgomerycountymd.gov/content/libraries/usingthelibrary/librarycardreg.pdf  Proof of address (drivers license, state ID card, bank statement, etc) |
| **4. Estimated Time** |
| 1 hour for the visit  10 minutes in class |
| **5. Estimated Cost** |
| Free |
| **6. Task Assignment** |
| Ask the librarian: Where are the applications?  Complete the application.  Ask: Where do I get a library card?  Get a library card.  What are the hours of the library? |
| **7. Post -Task Assignment: Presentation** |
| Show your class your library card.  Tell your class a kind of book they can take out of the library.  Tell your class the hours of the library.  Write 2-4 paragraphs about your library visit |

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**Enhanced Integration Task 2**

***Attend a Parent Teacher Association (P.T.A.) Meeting at Child’s School***

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| **1. Activity Description** |
| After attending a PTA meeting, students will present an oral report that summarizes points discussed at the meeting. |
| **2. Objective for Activity** |
| Students will identify the president of the PTA.  Students will ask one question.  Students will document their visit in an oral report. |
| **3. Materials you will need** |
| Location, date and time of PTA meeting  Paper and pencil/pen |
| **4. Estimated Time** |
| Varies for meeting  1 hour to write the report |
| **5. Estimated Cost** |
| Free |
| **6. Task Assignment** |
| At the PTA meeting, ask at least one question related to your child’s needs.  Find out the name of the PTA president. |
| **7. Post-Task Assignment: Presentation** |
| Present an oral report describing the experience.  What is the PTA?  What question did you ask?  What is the name of the PTA president?  Will you attend another PTA meeting? |

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**Enhanced Integration Task 3**

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***Visit a Museum***

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| **1. Activity Description** |
| With a classmate, a friend, or family member(s) plan a trip to a museum.  Some examples you can choose include: The American History Museum, The Natural History Museum, The National Archives, The American Indian Museum, Montgomery County Historical Society, Clara Barton National Historic Site and Boyd’s Negro Schoolhouse. |
| **2. Objective for Activity** |
| Students will plan a visit to a museum of their choice.  Students will provide a brochure of the museum.  Students will ask three questions in English at the museum. |
| **3. Materials you will need:** |
| Directions to museum  Metro fare card – or other transportation such as a car or bus  Questions to ask/paper/pencil |
| **4. Estimated Time** |
| Varies on transportation down and time spent at museum  10 minutes in class |
| **5. Estimated Cost** |
| Museums are mostly free  Cost of Metro;$8-$10 round trip |
| **6. Task Assignment** |
| Find the museum you want to visit.  Where are the brochures?  Get a brochure.  What time does the museum close?  Choose your favorite exhibit.  How many people work at the museum? Who did you ask to get this answer?  How many visitors does the museum have every year? Who did you ask to get this answer? |
| **7. Post - Task Assignment: Presentation** |
| Write 2-4 paragraphs about your visit  Share your experience with your class |

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**Enhanced Integration Task 4**

***Visit the U.S. Capitol Building***

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| **1. Activity Description** |
| With a classmate, a friend, or family member(s) plan a trip to the U.S. Capitol building in Washington D.C. |
| **2. Objective for Activity** |
| Students will plan a visit to the U.S. Capitol building.  Students will take a tour of the U.S. Capitol building.  Students will ask three questions in English at the U.S. Capitol building.  Students will name two houses of the U.S. Congress. |
| **3. Materials you will need** |
| Directions to the U.S. Capitol building  Metro fare card – or other transportation such as a car or bus  Paper/pencil |
| **4. Estimated Time** |
| Varies  10 minutes in class  30 minutes writing report |
| **5. Estimated Cost** |
| Entrance to the U.S. Capitol is free  Cost of metro – $8 - $10 round trip |
| **6. Task Assignment** |
| Ask a Capitol police officer, “Where is the visitors’ entrance?”  Enter the U.S. Capitol building through the visitors’ entrance.  Ask someone: “Where can I take a tour of the Capitol building?”  Take a tour of the Capitol building.  Get a brochure about the Capitol Building.  Find out the names of the two houses of the U.S. Congress. |
| **7. Post - Task Assignment: Presentation and Journal report** |
| Present an oral report describing the experience.   * Where is the Capitol Building? * What did you see on the tour? * Who works at the Capitol Building?   Write 2-4 paragraphs in your journal about the trip. |

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**Enhanced Integration Task 5**

***C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\B99SHEXR\MC900149342[1].wmfWrite a Letter to your Congressional Representative Requesting***

***a Tour of the White House***

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| **1. Activity Description** |
| Write to your congressman and try to get a tour of the White House in Washington, D.C. |
| **2. Objective for Activity** |
| Students will request a visit to the White House from their congressman or congresswoman via the internet.  Students will take a tour of the White House.  Students will ask three questions in English at the White House. |
| **3. Materials you will need:** |
| E-mail address and internet access  Complete Name, full address, e-mail, phone number, birth date, gender, and social security number of all LEGAL residents who would like to take the tour  Metro fare card – or other transportation such as a car or bus  Paper/pencil |
| **4. Estimated Time** |
| Varies  30 minutes writing report |
| **5. Estimated Cost** |
| Entrance to the White House is free  Cost of metro – $8 - $10 round trip |
| **6. Task Assignment** |
| Go to the congressman’s or congresswoman’s website and complete the application for a tour of the White House.  Write the date you would like to visit, how many people will be visiting, and why you want to visit. If you need help, ask your teacher.  Submit your application.  Wait for a reply  Visit the White House! |
| **7. Post -Task Assignment: Journal report** |
| Write 2-4 paragraphs in your journal about the trip.   * Was it difficult to fill out the application? * Where is the White House? * What did you see on the tour? * Who works at the White House? * Share your experience with your classmates |

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**Enhanced Integration Task 6**

***Visit the Lincoln or Jefferson Memorial***

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| **1. Activity Description** |
| With a classmate, a friend, or family member(s) plan a trip to the Lincoln or Jefferson Memorial in Washington, D.C. |
| **2. Objective for Activity** |
| Students will plan a visit to the Lincoln or Jefferson Memorial.  Students will discover two important facts about either Abraham Lincoln or Thomas Jefferson.  Students will ask three questions in English at the Lincoln or Jefferson Memorial. |
| **3. Materials you will need:** |
| Directions to the Lincoln or Jefferson Memorial  Metro fare card – or other transportation such as a car or bus  Paper/pencil  Camera or camera phone |
| **4. Estimated Time** |
| Varies  30 minutes writing report |
| **5. Estimated Cost** |
| Entrance to the memorials is free  Cost of metro – $8 - $10 round trip |
| **6. Task Assignment** |
| Ask a U.S. Park Ranger questions about the memorial  Example: “What is the Memorial made of?” “When was the Memorial built?”  Take pictures of yourself and your friends or family at the Memorial.  Get a brochure of the memorial. |
| **7. Post - Task Assignment: Journal report** |
| Write 2-4 paragraphs in your journal describing the experience.   * Where did you go? * Where is the memorial located? * What two important facts did you learn about either Lincoln or Jefferson? * What questions did you ask the Park Ranger? * Put the pictures in your journal.   Share your experience with your classmates |

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**Enhanced Integration Task 7**

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***Become a Volunteer***

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| **1. Activity Description** |
| Become an active volunteer for a worthy cause |
| **2. Objective for Activity** |
| Students will find an organization that uses volunteers  Students will sign up to become a volunteer  Students will volunteer and will involve their friends and/or family |
| **3. Materials you will need** |
| Names of organizations that use volunteers  Transportation to volunteering location |
| **4. Estimated Time** |
| Varies  30 minutes writing report |
| **5. Estimated Cost** |
| Free |
| **6. Task Assignment** |
| Use the attached sheet to find an organization that accepts volunteers, or find somewhere you know yourself…maybe your church, child’s school, boy or girl scouts club.  Contact a person at the organization and arrange a meeting.  Sign up to become a volunteer.  Begin volunteering and introduce your family and friends to volunteering. |
| **7. Post - Task Assignment: Journal report** |
| Write 2-4 paragraphs about your volunteering experience   * Where are you volunteering? * What are you doing? * How many people volunteer with you? * Do your family and friends volunteer with you? * How many times a month will you volunteer?   Share your experience with your classmates |

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| **Organization** | **Volunteers are usually…** | **Type of volunteering** | **Location** |
| Gandhi Brigade | Family | Computers, Youth Media Festival | Silver Spring |
| Community Action Agency | Older youth-seniors | Taxes, Interpreters, Receptionists | Silver Spring |
| A Wider Circle | Family | Homeless Shelter | Silver Spring |
| Camp fire USA | Adults/families | Mentor | Silver Spring |
| Second Genesis | Adults | Drivers | Silver Spring |
| Easter Seal | Family | Friend To Disabled Children | Silver Spring |
| Gapbuster Learning Center | Family | Homeless Shelter | Silver Spring |
| Docs in Progress | Adults | Outreach, Medical Help, Media Relations | Silver Spring |
| Parks Dept. | Family | Earth Day Clean Up | Silver Spring |
| Maryland Community Baseball | Family | Game Volunteer | Silver Spring |
| PAGER | Adults | Videographer | Silver Spring |
| MCPS Health & Wellness | Young Adults | Youth Advisory Board | Silver Spring |
| YMCA | Family | Healthy Kids Day | Silver Spring |
| Mental Health Association | Family | Child Development Volunteer | Silver Spring |
| Migrant Heritage Commission | Adult | Computers, | Silver Spring |
| Shepherd's Table | Adult | Homeless Shelter | Silver Spring |
| Housing Opportunities Commission | Adult | Tutoring | Silver Spring |
| Holy Cross Hospital | Youth-Adult | Receptionists, Patient Care | Silver Spring |
| Metropolitan Washington Ear | Youth-Adult | Readers For Dial In Service | Silver Spring |
| Asian American Lead | Adults | Mentor | Silver Spring |
| Brookside Gardens | Family | Gift Shop, Event Planner, Tour Guides | Silver Spring |
| American Cancer Society | Family | Fundraising | Silver Spring |
| Jewish Federation | Family | Meals For Group Homes And Elderly | Silver Spring |
| WSSC | Family | Trash Free Habitat | Silver Spring |
| Make a Wish | Family | Event Volunteer | Silver Spring |
| Interages | Seniors | Reading Buddies | Silver Spring |

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**Enhanced Integration Task 8**

***C:\Documents and Settings\nnewton\Local Settings\Temporary Internet Files\Content.IE5\Q67L2FVD\MC900056784[1].wmf Visit a Local Government Building***

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| **1. Activity Description** |
| With a classmate, a friend, or family members take a trip to a local government building, i.e. Montgomery County Courthouse or Rockville town hall. |
| **2. Objective for Activity** |
| Students will plan and visit a local government building.  Students will take a tour of a local government building.  Students will ask three questions in English at the local government building. |
| **3. Materials you will need** |
| Directions to the local government building  Metro fare card – or other transportation such as a car or bus  Paper/pencil |
| **4. Estimated Time** |
| Varies  10 minutes in class |
| **5. Estimated Cost** |
| Entrance to most local government buildings are free, but check first.  Cost of metro – $8 - $10 round trip |
| **6. Task Assignment** |
| Choose a local government building you would like to visit.  Enter the local government building through the visitors’ entrance.  Ask someone: “Where can I take a tour of the building?”  Take a tour of the building.  Find out who works at the building. |
| **7. Post - Task Assignment: Presentation** |
| Present an oral report describing the experience.   * What building did you visit? * What did you see on the tour? * Who works at the building? * Why did you choose the building? |

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**Enhanced Integration Task 9**

***United States Democratic Election Process***

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| 1. **Activity Description** |
| With a classmate, a friend, or your family, plan a visit to the Montgomery County Board of Elections, in Gaithersburg, MD |
| **2. Objective for Activity** |
| Students will obtain information about registering to vote in Montgomery County.  Students will find out when the next election will be.  Students will discover the location of their polling place. |
| **3. Materials you will need** |
| Paper and pencils to write down information.  Website to look up address of Montgomery County Board of elections: http://www.montgomerycountymd.gov/apps/elections/index.asp |
| **4. Estimated Time** |
| 1 hour for the visit  10 minutes in class |
| **5. Estimated Cost** |
| Free |
| **6. Task Assignment** |
| Go to the Montgomery County Board of Elections.  Ask for information on how to register to vote in Montgomery County.  Ask the following questions…  Who can vote?  Where do I go to register and to vote?  How do I vote?  When is the next election? |
| **7. Post -Task Assignment: Presentation** |
| Show your class the information you received at the Montgomery County Board of Elections.  Write 2-4 paragraphs about the voting system in the United States and compare it with your country  Share with your classmates |

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**Enhanced Integration Task 10**

***Civil War: To Civil Rights and Beyond***

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| 1. **Activity Description** |
| With a classmate, a friend, or family members, students will plan a walk down the African American Heritage Trail in the U street corridor of Washington D.C. |
| **2. Objective for Activity** |
| Students will plan a walk down part of the African American Heritage Trail in the U street corridor of Washington D.C.  Students will provide photographs detailing their visit  Students will ask questions in English at different stops along the trail |
| **3. Materials you will need** |
| Directions to U street corridor between Florida Ave., NW; 12th St., NW; and S and 16th Sts., NW  Metro fare card – or other transportation such as a car or bus (we suggest taking the metro!)  Paper/pencil |
| **4. Estimated Time** |
| Varies on length of time spent walking around  10 minutes in class |
| **5. Estimated Cost** |
| Walking the U street corridor is free.  Cost of metro – $8 - $10 round trip |
| **6. Task Assignment** |
| Take the metro to the U street African American Civil War Memorial/Cardoza stop on the green/yellow line  Visit the African American Civil War Memorial…what does the writing on the memorial say? Who is the memorial dedicated to?  Walk on to the Most Worshipful Prince Hall Grand Lodge. Why is this building important?  Continue to walk to Founders Library. What is the name of the University that the library belongs to?  Walk on to 1215 U Street. What is the name of the building is at this address? Why is this building important?  At 1213 U Street you can have lunch, the location is very famous. What is the name? |
| **7. Post -Task Assignment: Presentation** |
| Write 2-4 paragraphs about your walk down the African American Heritage Trail  Share your experience and pictures with your classmates |

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**Enhanced Integration Task 11**

***The Story of the American Flag***

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| 1. **Activity Description** | |
| With a classmate, a friend or your family, plan a visit to Fort McHenry in Baltimore, MD or the American History Museum in Washington D.C. | |
| **2. Objective for Activity** | |
| Students will identify the history of the stars and stripes on the American flag.  Students will obtain information regarding the American Flag using their English.  Students will draw an illustration of the American flag. | |
| **3. Materials you will need** | |
| **Fort McHenry** | **The American History Museum** |
| Directions to Fort McHenry  Paper, pencil and crayons | Directions to the American History Museum  Paper, pencil and crayons |
| **4. Estimated Time** | |
| 2 hours for the visit  10 minutes in class | 1 hour for the visit  10 minutes in class |
| **5. Estimated Cost** | |
| $7 | Free |
| **6. Task Assignment** |  |
| Go to the information center  Ask for a booklet about Fort McHenry  Draw a picture of the American Flag that you see flying at Fort McHenry (Does the flag look different than other American Flags you have seen?) | Go to the information center  Ask for a booklet about the American Flag  Draw a picture of the American Flag that you see at the museum |
| **7. Post -Task Assignment: Presentation** | |
| Write 2-4 paragraphs about the American Flag and your visit  Share your experience and picture with your classmates | |

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**Enhanced Integration Task 12**

***Beyond the Monuments: Tracing Immigrant History in Washington D.C.***

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| **1 Activity Description** |
| With a classmate, a friend, or family members, students will plan a visit to trace immigrant history in Washington D.C. |
| **2 Objective for Activity** |
| Students will plan a visit to an area of D.C. that has a strong immigrant history  Students will visit an area of D.C. that has a strong immigrant history  Students will ask questions in English at different stops along their trip  Students will provide photographs detailing their visit  Students will write a report about their trip |
| **3 Materials you will need** |
| Directions to the area of your choice  Paper/pencil |
| **4 Estimated Time** |
| Varies  1 hour to write the report  10 minutes to present their report in class |
| **5 Estimated Cost** |
| Depends on which area and activities you choose  Cost of metro – $8 - $10 round trip |
| **6 Task Assignment** |
| <http://www.culturaltourismdc.org/things-do-see/trails-tours/neighborhood-heritage-trails>  Use the above website to plan a tour of an area which highlights immigrant history in Washington D.C. Alternatively, you can choose another area that is of significance to immigrants in D.C. MD or VA  Tour the area you chose and take photographs and pick up brochures or take notes on buildings or locations that are significant to immigrant history:  Why were these areas important to immigrants?  What group of immigrants settled in this area?  Where in the D.C. area did immigrants from your country settle? |
| **7 Post -Task Assignment: Presentation** |
| Write 2-4 paragraphs about your visit  Share your experience and pictures with your classmates |

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