Addressing Language and Content in Civics through a Language-Based Approach to Content Instruction for Multilingual Learners

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Introduction

Over the past 30 years, the number of multilingual learners (MLs) has increased dramatically in the United States (Balconi & Spitzman, 2021; de Oliveira, 2017). The rapidly growing presence of MLs in American public schools requires more qualified teachers who can provide students with the subject matter and academic English development they need to succeed in school (de Jong et al., 2013; de Oliveira, 2016). However, the key issue is that many teachers feel unprepared to work with MLs (Gándara et al., 2005; Janzen, 2008). Most content-area teachers need basic foundational knowledge regarding MLs' issues (de Jong et al., 2013; Karabenick & Noda, 2004). Social studies teachers may not feel prepared to address language and content because they have received, for the most part, to teach the content but not to integrate the language. The significance of improving teacher education for pre-service and in-service teachers to address the needs of MLs and to investigate the scaffolding strategies used by teachers in their courses becomes readily apparent (de Oliveira, 2017; de Oliveira et al., 2021). Content-area teachers must be prepared to address content and language in the classrooms because language is the media of instruction.

There have been many approaches to preparing teachers to work with MLs, such as Content and Language Integrated Learning (CLIL) instruction, Functional Language Analysis (FLA), and Sheltered Instruction. A language-based approach to content instruction (LACI) was developed as one approach to prepare teachers, especially general education content teachers to work with multilingual learners. The existing studies (e.g., de Oliveira, 2016, 2017; de Oliveira et al., 2021; Honigsfeld et al., 2018) mainly focus on implementing LACI by mainstream content-area teachers for promoting multilingual learners' academic language development at the elementary level. No study has been done that integrates the LACI framework into curricula and lesson plans in any content area across grade levels. Social studies is a content area that has received less attention in K-12 classrooms due to the focus on literacy and mathematics (Heafner & Plaisance, 2016). Civics is one key area of social studies that is particularly important to prepare students to be informed and engaged citizens.

To address the issues above, we worked with the New York City Department of Education (NYC DOE) focusing on the K-12 Civics for All curriculum. The Civics for All curriculum aims to ensure high-quality civics instruction and civic engagement opportunities for all students. Civics for All offers a wide variety of resources, materials, professional learning, and student-facing programming to all NYC DOE schools and is freely available online (Civics for All Curriculum Guide, 2023).

This study draws from a larger investigation (de Oliveira, 2023) by focusing on one sample lesson plan that integrated the LACI framework. Our research question was: How can the Civics for All curriculum be enhanced with the LACI framework?

Literature Review

Language-Based Approach to Content Instruction

A Language-based Approach to Content Instruction is a teacher preparation model developed over the past 20 years in classrooms with MLs (de Oliveira, 2023; de Oliveira et al., 2021). LACI emphasizes language development in content-area classrooms. Teachers are expected to utilize language to teach content, not the other way around. Rather than focusing on identifying content that supports language development goals, this approach enables teachers to use language as a gateway to content. From this perspective, focusing on language *is* focusing on content (de Oliveira, 2017). LACI is critical in giving mainstreamed MLs access to the language of various content areas, not by simplifying content but by allowing MLs to manipulate language as it is written (de Oliveira, 2015, 2023). LACI is beneficial for enhancing teachers' awareness of the difficulties of learning content and enabling them to better support MLs' language development in content-area classes (Chappell & Moore, 2012).

LACI is based on a meaning-based theory of language known as systemic-functional linguistics (SFL; Halliday & Matthiessen, 2004; Schleppegrell, 2004), which views content as constructed and comprehended through language. It regards language as the realization of meaning in context (Janzen, 2008). When used in the classroom, this perspective emphasizes the content, assisting teachers in understanding how language is used to construct knowledge across disciplines. Instead of simply reading like an ordinary reader, the notion of SFL guides the reader to move beyond traditional reading strategies to take a closer look at how content is delivered through the language (de Oliveira, 2015; de Oliveira et al., 2020; Gebhard et al., 2013). Informed by the concept of SFL, Macken-Horarik's (2002) study presented how SFL may inform explicit language instruction, including text structure, vocabulary, and grammatical aspects, and how that explicitness can be used to increase students' comprehension of science. Similarly, de Oliveira and Lan (2014) investigated how SFL may be utilized in the classroom as a pedagogical tool to assist teachers and students in analyzing the language of a specific science text. Additionally, SFL has shaped teacher education pedagogy and equipped teachers to teach disciplinary literacies effectively (Gebhard, 2010; Gebhard et al., 2019). Horverak (2016), for example, examined the effect of systemic functional linguistics-informed writing teaching on students' writing abilities in Norwegian secondary schools. The findings indicated that specific grammar education through an SFL lens could help students enhance their essay writing abilities.

LACI's Six Cs of Support

The LACI framework encompasses six core principles: *connection, culture, code-breaking, challenge, community and collaboration,* and *classroom interaction* (see Figure 1). LACI's Six Cs of Support can be regarded as a theoretical framework and a method.

Figure 1

LACI's Six Cs of Support for Scaffolding Content Area Instruction for Multilingual Learners

C **CONNECTION** Pedagogy and curriculum are connected to students' backgrounds and experiences	C **CULTURE** Cultural and linguistic resources of MLs are used to support academic learning as they develop new resources to participate in new situations	C **CODE-BREAKING** Explicitly teaching ways of doing school with a focus on development of academic language integrate language and content as inseparable instructional components
C **CHALLENGE** Classroom goals and activity explore higher-order thinking and reasoning. High-challenge and high academic standards and content are maintained for MLs	C **COMMUNITY and COLLABORATION** MLs have opportunities for collaboration and engagement as part of communities of learners	C **CLASSROOM INTERACTIONS** Classroom interactions focus on "interactional scaffolding," using of oral discourse to prompt elaboration, build academic literacy, and move learning forward

Note. Adapted from de Oliveira, 2023, used with permission from de Oliveira, 2023.

Connection. The principle of *connection* refers to how teachers can link various components of the content and curriculum to students' prior knowledge (Grossman, 2015) and experiences (de Oliveira, 2016, 2017, 2023; de Oliveira et al., 2021). Connecting known and unknown knowledge is critical, as past knowledge plays a critical role in student learning (Tomlinson & Moon, 2013). Students build a stronger connection and identify more readily with the content information when teachers use this knowledge to convey information implicitly, making learning more accessible (Honigsfeld et al., 2018).

Culture. The principle of *culture* provides teachers ways to link the new content skills and concepts to MLs' cultural and linguistic resources (Athanases & de Oliveira, 2014; Ladson-Billings, 1995; Sawyer, 2006). Students bring their own cultural and linguistic resources from their home communities into the classroom, supporting academic learning and making it easier for MLs to participate in new contexts, connecting school and home, and increasing possibilities for students to learn.

Code-Breaking. The principle of *code-breaking* involves directly instructing students on the various cultural, linguistic, and disciplinary codes and registers that constitute academic language, content, and school (de Oliveira, 2017; Fang, 2006; Schleppegrell, 2004). Language and content are inseparable components of instruction (de Oliveira, 2016, 2023). We should see academic language and everyday language on a continuum (Gibbons, 2006). For this reason, disciplinary literacy is vital to ensure students are fully aware of the information they are studying and clarify the process of knowledge production in different disciplines (de Oliveira et al., 2021). When teachers keep this principle in mind, their students will learn how to break down the material into meaningful chunks to construct language through academic concepts.

(Honigsfeld et al., 2018). Code-breaking can assist students in achieving academic success by allowing them to access the culture of power (Delpit, 1988). The notion of SFL, central to the LACI framework, is fundamental to the code-breaking principle. Code-breaking enables teachers to approach language by conveying ideas, enacting a relationship with the reader or listener, and constructing a cohesive message (de Oliveira & Schleppegrell, 2015).

Challenge. The principle of *challenge* is related to the classroom objectives intended for students, both socially and academically (de Oliveira et al., 2021). Activities incorporating disciplinary literacy and higher-order thinking, reasoning, and problem-solving are frequently used to challenge students (Athanases & de Oliveira, 2014; de Oliveira, 2016). Teachers must establish a high-challenge environment in which all students are held to strong academic standards (Hammond, 2006). High-challenge and high support classrooms are optimal for language and content learning simultaneously (de Oliveira, 2023).

Community and Collaboration. The principle of *community and collaboration* emphasizes community building, collaborative activity, and instructional interactions in which both the teacher and students co-construct meaning and knowledge (de Oliveira, 2016; Lave & Wenger, 1991; Michell & Sharpe, 2005; Sawyer, 2006). Building community and cooperation requires utilizing various participant structures to support the organizational structures within a unit of instruction (de Oliveira, 2016).

Classroom Interactions. The *classroom interactions* principle includes a critical component of scaffolding, "interactional scaffolding." Interactional scaffolding is defined as the process of employing or prompting oral discourse to facilitate student learning and discourse development (de Oliveira, 2017; Hammond & Gibbons 2005). The teacher links to students' prior experiences, recaps, appropriates, or recasts discourse. Additionally, the teacher employs the Initiation, Response, and Feedback (IRF) sequence, which entails teachers providing strong verbal or gestural hints about expected responses to help students stay engaged and allow them to clarify their responses, provide additional details, or pose their own questions (de Oliveira et al., 2021).

LACI's Teaching and Learning Cycle

LACI's Teaching and Learning Cycle (LACI's TLC) is a pedagogical framework for scaffolding ML's academic language development through academic discussions, sustained reading, language development, specific tasks, and writing (de Oliveira, 2023). Drawing on the six Cs of support for scaffolding, LACI's TLC helps teachers to design instruction and employs genre-based pedagogy built on SFL for MLs (de Oliveira, 2023). For example, teachers can identify the academic language demands of texts, teach different genres of schooling, and concentrate on both acquiring the language and content. LACI's TLC guides students through six phases of activity: building shared knowledge of the topic, sustained reading, deconstruction, joint construction, collaborative construction, and independent construction.

Building Shared Knowledge of the Topic phase involves asking students questions relating to the topic that will be the focus of numerous activities, learning what they already know or do not know about the topic, and starting to create shared understandings. The C of

connection and the C of *culture* are commonly adopted at this phase as teachers connect to student's previous experiences and use their cultures in the classroom. The *Sustained Reading* phase aims to have students read carefully on the selected texts under the teacher's guidance. Students' knowledge of the topic is strengthened at this phase. Teachers can include the C of *challenge* here because the selected reading texts could be challenging. At the *Deconstruction* phase, teachers deconstruct mentor texts of a specific genre by modeling and analyzing the language functions and features with students. Teachers usually use the C of *code-breaking* and C of *classroom interactions* here. *Joint Construction* refers to teachers building a text together with students as a class in the same genre as a mentor text. The principle guidance through interaction in the context of shared experiences (Rose & Martin, 2012) is critical at this phase - teacher guides students through *classroom interactions* with them as they co-construct a text together, with the teacher scribing but everyone contributing to the common text about a topic that students and teacher have shared experiences. Teachers typically use the C of *challenge*, the C of *connection*, and the C of *code-breaking* at this phase in addition to the C of *classroom interactions*. *Collaborative Construction* phase provides an excellent opportunity to have students work in pairs or groups to develop a new text. The C of *community and collaboration* is used here. At the *Independent Construction* phase, students are expected to work independently on their own texts - an example of C of *challenge*.

Setting context is a crucial step to build with students during each phase as they consider the particular context for reading and writing a specific genre within other potential contexts (de Oliveira, 2023). LACI's TLC can be used to plan a unit or lesson. Teachers can select the phases to use as needed. The cycle provides a flexible structure that enables teachers to plan how to meet MLs' needs best and incorporate additional scaffolding strategies. TLC is very helpful for analyzing lesson plans because it can guide the researcher to look into different phases of the existing lesson plans. This framework is not limited to unpacking texts but to concepts and activities.

Figure 2

LACI's Teaching and Learning Cycle
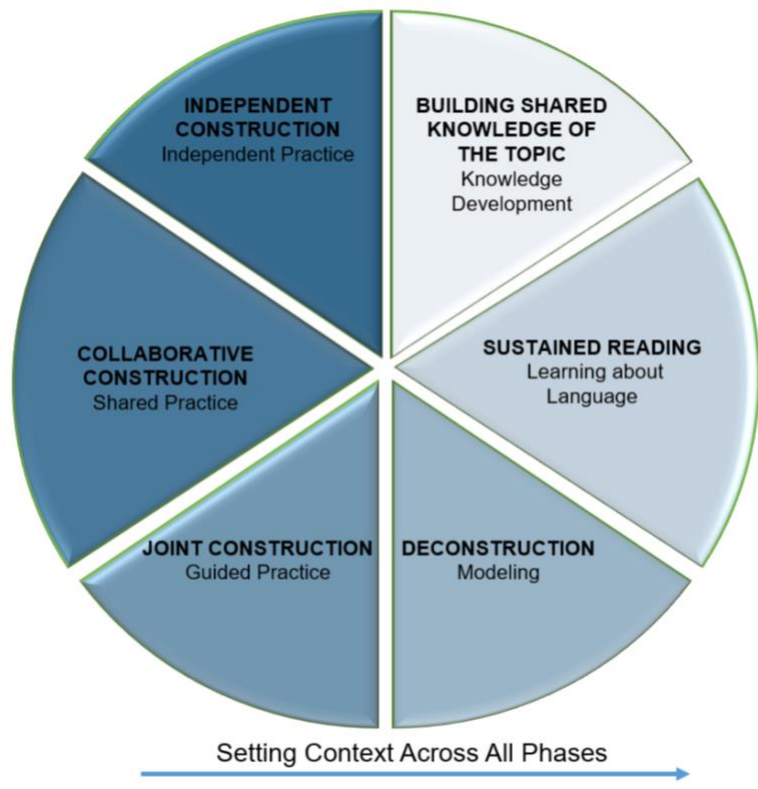
Note. Modified from de Oliveira, 2023.

Teaching Methods in Civics

Civics education in the United States focuses on people's political participation in a democratic society. Students are expected to learn political history and principles, government, and rights and responsibilities as active citizens (Newman & Chen, 2022). Civics education is crucial for helping multilingual learners develop civic competence in their new community (Cruz & Thornton, 2009). However, learning civics is challenging for multilingual students, especially for those who immigrated to the United States as adolescents, because the content may conflict with what they already studied in their home country or from their families. Therefore, it is necessary to explore how teachers can make the content more accessible to students. Newman and Chen (2022) shared two examples of how teachers use a visual literacy framework to make the civics content more accessible to MLs in high school. For example, the *Declaration of Independence* has difficult subject-specific vocabulary, complex sentence structures, and dense writing containing layers of ideas. The language demands in this document are challenging to students, especially to MLs, because compared to their native English classmates, MLs might not have adequate background knowledge about the historical and sociocultural context. Considering the difficulties mentioned above, the teacher used a graphic organizer for scaffolding students organizing the information. Sentence frames were provided to aid oral and written communication of ideas. The teacher also provided a concept map to guide students' discussion.

Culturally sustaining pedagogies can help teachers better support their students in learning civics. For instance, Enright et al.'s (2022) study examined how third-grade teachers collaborated with a university research team in developing civics lessons using culturally sustaining pedagogy. The study focuses on increasing teachers' capacity to employ a culturally sustaining curriculum to teach civic perspective-taking. Findings show that teachers shared their perspectives on how to strike a balance between relevance and sensitivity in respect to content that reflected students' lived situations as they cooperatively developed the sessions.

Think-pair-share learning model can maximize civics learning at the elementary level. Students are expected to complete an individual activity, such as thinking individually on a topic assigned by the teacher. Then, the teacher pairs students to have them work together. In the last phase, students share their discussion with the whole class. An increase in the score of student learning outcomes following the application of the think-pair-share model demonstrated the effectiveness of this model on civics learning (Wuryandani & Herwin, 2021).

Research on civic engagement found that Child Development Project can assist students in developing skills linked to school-level civic involvement, such as prosocial behavior and school bonding (Lin, 2015). Another study shows that using Twitter can promote civic engagement in college classrooms (Woodall & Lennon, 2017).

There is a lack of studies that integrate the LACI framework into curricula and lesson plans across different content areas and grade levels. This study will investigate how LACI's Six Cs of Support can be integrated into civics so teachers can use this model with their multilingual learners at different language proficiency levels.

Method

Context

This study draws on a larger investigation (de Oliveira, 2023) that explored how LACI's Six Cs of Support can be integrated into existing civics lesson plans and accompanying texts. For this article, we focus on the integration of LACI into one civics lesson plan. de Oliveira has been working with the Division of Multilingual Learners in the New York City Department of Education for five years on the integration of language development in social studies. Therefore, we got access to some teaching resources on social studies.

The NYC DOE is the largest school district in the United States. As of the 2021-2022 school year, 42% (349,000) of students enrolled in New York City public schools spoke a language other than English as their primary language at home. Students identified as English language learners (ELL) made up around 16% (135,000) of students enrolled in NYC public schools. In NYC public schools, 146 languages other than English are used by ELLs. Spanish-speaking students make up the majority of ELLs (about 63%) and are followed by those who speak Chinese, Arabic, Bengali, Russian, Urdu, Haitian Creole, Uzbek, French, and Tadzhik (New York City Department of Education, 2022). With the yearly increasing ML population, the demand for well-equipped social studies teachers increases. The number of licensed social

studies teachers in grades 6 to 12 is between 15,000 and 25,000 (provided by NYCDOE), and all of them could be accessing the resources we will be providing and using in their classrooms.

Sampling

In the larger study, we analyzed ten lesson plans and five accompanying texts. For the current article, we selected one sample to provide an in-depth look at the integration of LACI and more details. The lesson plan is from Civics for All, a companion to the NYC DOE curriculum *Passport to Social Studies* which was designed to be adaptable in different settings that meet the needs of all NYC DOE schools.

Data Analysis

To answer the research question *How can the Civics for All curriculum be enhanced with the LACI framework?*, we first used Table 1 *LACI Planning Guide for Incorporating the Six Cs of Support* and Figure 2 *LACI's Teaching and Learning Cycle* to analyze the lesson plans. The planning guide is based on LACI's Six Cs of Support (de Oliveira, 2023). It aims to help teachers recognize opportunities in the curriculum and instruction to better support MLs' language development and content learning.

Table 1

LACI Planning Guide for Incorporating the Six Cs of Support (Adapted from de Oliveira, 2023)

Six Cs of Support	Examples	Existing examples from the lesson plan	Possible enhancements
Connection: What activities connect the lesson to students' prior academic learning, backgrounds, and experiences?	Connect to previous discussion; Connect to previous lesson; Encourage recall of prior learning; Ask questions to connect experiences to lesson; Other ways the lesson connects to students' prior academic language, backgrounds and experiences?		
Culture: How does the lesson link the new content skills and concepts to students' cultural and linguistic resources to support academic learning?	Home language use; Connect to students' interests, home lives and experiences, and issues of personal and community importance; Other ways the lesson links new content skills and concepts to students' cultural and linguistic resources to support academic learning		
Code-Breaking: What will the teacher/students do to explicitly teach/learn ways of doing school, academic literacy, and disciplinary, linguistic, and cultural codes of content	Use of language objectives; Vocabulary instruction/word learning strategies; Modeling reading strategies/expectations/sentence stems;		

learning? How does the teacher model the language functions and associated language features	Analyzing and annotating a mentor text (e.g., deconstruction); Teacher facilitated joint construction; Jointly analyzing and editing student writing; Discussing the purpose and organization of a genre (e.g., argument); Making comparisons between English and home languages and/or different linguistic styles for positive transferring; Other ways the teacher/students explicitly teach/learn ways of doing school, academic literacy, and disciplinary, linguistic, and cultural codes of content learning		
Challenge: What aspects of disciplinary and language literacy does the lesson address? Which higher-order thinking and reasoning skills does the teacher focus on?	Maintain high academic standards and expectations while simultaneously providing high levels of support; Engage students in higher-order questions; Use grade-level texts while providing supports; Include activities that require students to analyze and evaluate events or practices and/or create products; Teach students to think metalinguistically to reflect on how language construes perspectives in texts and how language positions people, etc.; Other ways the lesson addresses aspects of disciplinary literacy or focuses on higher-order thinking and reasoning skills		
Community and Collaboration: How does the teacher engage students in collaboration and build a community of practice where all students are valued and participate?	Incorporate routines and interactions that build community and mutual respect (e.g., students are comfortable participating, turn-taking, sharing); Use cooperative learning strategies or activities where students can work together; Implement student-centered activities; Include varied participant structures; Other ways the lesson engages the students in collaboration and build a community of practice where all students are valued and participate		
Classroom interactions: How will the teacher use "interactional scaffolding" in the classroom?	Link to prior experience and pointing to new experiences; Recap; Appropriate; Recast; Use cued elicitation; Move conversation forward; Probe; Elaborate; Clarify; Repeat purposefully		

The left column of the table displays each C of support. In the second column from the left, the examples of each C are listed to help teachers identify the Cs. The third column collects existing examples of Cs from the *Civics for All* lesson plans. The last column helps teachers to decide which C is missing and which is necessary to be added according to the aim of the lesson and provided lesson plan. If needed, add suggestions. Sometimes, the existing lesson plan may already have the Cs, but it needs enhancement to make instructions more effective and accessible to students. Not every single C example is required for every lesson plan or different phases of the lesson plan. The appropriateness depends on the aim of the lesson. Figure 2 LACI's Teaching and Learning Cycle was another important tool for analyzing the lesson plans.

After identifying where in the lesson plan the integration of Cs can be accomplished, we filled in Table 2 *LACI's Six Cs Integration into Lesson Plans*. The middle column of Table 2 presents the content and sequences from the existing lesson plan. There are few references to how language could be integrated into the lesson without the two columns on the left and right. The original lesson plan, as it stands, does not facilitate the integration. Therefore, the left and right columns were created to facilitate the integration of the Cs. The suggestions and additional resources for the integration of LACI's six Cs support are listed in the left column. The right column is for the Cs that already are present in the lesson. Table 2 is a more teacher-friendly way of representing the lesson plan.

Table 2

LACI's Six Cs Integration into Lesson Plans

Suggested Scaffolds and Additional Resources	Grade Level: Unit: Lesson: Lesson Objective: Resources/Materials:	
LACI 6Cs Integration	Introduce the Lesson/Motivate Student	Existing Cs in Lesson
	Model/Teach	
	Group Work/Independent Work	
	Assessment/Wrap-Up	

Findings and Discussion

The lesson plan is from *Civics for All* Grades 3-5, Part I, Rights and Responsibilities. It

requires students to explore the connection between civil rights and human rights by studying the Universal Declaration of Human Rights. Teaching resources include Eleanor Roosevelt (1884–1962) portrait, Eleanor Roosevelt at the Votes for Women Exhibit (1952) photograph, Declaration of Human Rights, Article 26 and Declaration of Human Rights Worksheet.

Table 3

LACI's Six Cs Integration into Lesson Plan

Suggested Scaffolds and Additional Resources	Grade Level: 3-5 Lesson: 8 Civil and Human Rights Lesson Objective: Students examine the Universal Declaration of Human Rights to consider the relationship between human and civil rights. Resources/Materials: *Eleanor Roosevelt (1884–1962)* portrait; *Eleanor Roosevelt at the Votes for Women Exhibit (1952)* photograph; *Declaration of Human Rights, Article 26; Declaration of Human Rights Worksheet(s)*	
LACI 6Cs Integration	Model/Teach	Existing Cs in Lesson
C of Connection and C of Culture: The teacher could ask questions to connect to students' previous experiences. E.g., Have you ever heard of civil rights or human rights before? If so, what do you know about them? Can you think of any examples of civil rights violations that have occurred in your community or in the world? Have you ever personally experienced a situation where you felt that your rights were not being respected? Do you think that civil rights and human rights are equally important? Why or why not? How to Connect ELLs' Background	Ask the following questions: — What are rights? — What are human rights? • Chart student responses. • Confirm or inform student understanding by explaining that rights generally mean the freedoms that people have. There are different kinds of rights, and it is important to know and understand the difference. • Draw a Venn diagram to chart the difference between civil and human rights. • Explain that rights can mean freedoms that are protected by the U.S. Constitution and laws. These kinds of rights are called civil rights, and they include things like your right to express your opinions without fear of the government. When a civil right is broken you can access the U.S. legal system to try and resolve or fix it. • Add onto the Venn diagram labeling one of the circles "civil rights." • Continue to explain that another kind of right is a human right. A human right is a freedom to which we believe all people are entitled. While civil rights come from the U.S. Constitution and laws, many human rights are recorded in the *Universal Declaration of Human Rights*. • Add onto the Venn diagram once again, labeling the other circle "human rights." • Explain that while there is a lot of overlap between civil rights and human rights, there are some cases where there are human rights that are not yet civil rights, but people want them to be. This gap can	C of Challenge: Encourage students to think about questions around education in terms of their own classroom following with a partner; Ask students to brainstorm some examples of rights with a partner C of Community and Collaboration: Students work in small groups.

Knowledge to Content

C of Classroom Interactions: The teacher should use interactional scaffolding moves such as "recasting," and "cued elicitation" to scaffold students completing the summary of *Article 26*.

Interactional Scaffolding Moves

sometimes motivate communities, activists, and politicians to try to pass new laws or amendments to the U.S. Constitution to expand existing civil rights.

• Ask students to brainstorm some examples of rights with a partner. Some examples might include the right to free speech, the right to education, the right to practice their religion, the right to work where they want. As students respond, guide them to distinguishing between which rights are examples of civil rights and which are examples of human rights, or possibly both.

• Explain to students that while human rights belong to all people, they had not been formally written down before the *Universal Declaration of Human Rights*. Severe crimes against various groups of people during World War II spurred the development of a document that would set a standard for international human rights. In order to draft this important document, a committee of 18 people from different political, religious, and cultural backgrounds gathered with Eleanor Roosevelt as the person in charge of the drafting committee. She used her skills as an activist and reformer, as well as her familiarity with political, economic, and social challenges that she had encountered as First Lady to steer the committee. Along with two others, she was responsible for creating the first draft. The draft went through various rounds of revision until the final product was produced that was voted on by the member nations of the United Nations.

• Explain to students that they will be examining some of the articles from that declaration in class today, thinking about what they mean, and why they are important. They will start by looking at one all together and then work in small groups.

• Display *Declaration of Human Rights, Article 26* and ask for a volunteer to read aloud for the class.

• Have students summarize the text in their own words.

• Ask students to discuss the following with a partner:
— Why is this an important right?
— What do we need and use an education for?
— What opportunities does school give you?

• Encourage students to think about these questions in terms of their own classroom, discussing the following with a partner:
— What do you have that other classrooms might not?
— What don't you have that other classrooms might?
— How might having more or less affect your education?
— What could you do to help make access to classroom supplies equally available to everybody?

	• Gather the group back together and have students share.	
Group Work/Independent Work		
C of Code-Breaking: To answer the question "What this means to me?" on the worksheet, the teacher should provide sentence stems, such as, "To me, this means...", "I interpret this as...", and "What I understand from this is..." To answer another question, "Why is this important to me?" the teacher should provide sentence stems, such as, "This is important to me because...", "This matters to me because..." "This connects to my values because...", "I have personal experience with this, so it's important to me because...". [Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)	Explain to students that they will now examine a different clause from the *Universal Declaration of Human Rights*. • Distribute the *Declaration of Human Rights Worksheet(s)*. • Have students complete the worksheet. • Gather the class back together to share their responses. • Facilitate discussion using the following questions: — What rights did you learn about? — Why is having these rights important? — What can you do to help ensure others have access to these rights? • Chart student responses.	**C of Code-Breaking:** Facilitate discussion.
Assessment/Wrap-Up		
LACI TLC Joint Construction: The teacher should co-develop the list of actions with the class (**C of Challenge**, the **C of Connection**, and the **C of Code-Breaking**). [LACI Teaching and Learning Cycle figure in](#)	Refer to the information you charted during student discussion in the Group/Independent Work and develop a list of actions students can take in order to ensure that everybody has access to human rights. • Explain that just like the list the students just made, the *Declaration of Human Rights* is not binding, so countries are not legally obligated to follow it. There were 48 out of 58 countries who were members of the UN General Assembly at the time, who voted to adopt the Declaration (8 abstained,	**C of Challenge:** Ask students to reflect on what they have learned using prepared questions.

Teaching Young Multilingual Learners: Key Issues and New Insights. (de Oliveira & Jones, 2023, p. 14)	and the remaining 2 members were not allowed to vote), but there are no negative consequences for a country or person who takes actions or make decisions that go against what the Declaration says. That makes it especially important for people to know and understand what the Declaration says and take it upon themselves to uphold its values. • Ask students to reflect on what they have learned using the following questions: — What are human rights and who do they impact? — Why is it important to protect human rights? — What can students do to help in their families and communities? — What can students do to help in the wider world? (Civics for All, Grades 3-5, Part I, pp. 162-165)	

The *Model/Teach* section introduces the concept of civil rights and human rights and the Declaration of Human Rights, Article 26. The C of Challenge is included in this section. For example, questions around education in terms of students' own classroom are designed to engage students to think in a higher level; students are asked to brainstorm some examples of rights with a partner. In addition, having students to work in a small group is an example of the C of Community and Collaboration. However, this section can be enhanced by adding the C of Connection, the C of Culture and the C of Classroom Interactions. Before the teacher explains what civil rights and human rights are to students, the teacher could ask questions to connect to students' previous experiences (C of Connection and C of Culture). For instance, "Have you ever heard of civil or human rights before? If so, what do you know about them?" "Can you think of any examples of civil rights violations that have occurred in your community or in the world?" "Have you ever personally experienced a situation where you felt that your rights were not being respected?" or "Do you think that civil rights and human rights are equally important? Why or why not?" In addition, when the teacher asks students to summarize the *Declaration of Human Rights, Article 26*, it would be better to use interactional scaffolding moves such as "recasting" and "cued elicitation" (C of Classroom Interactions) to scaffold students completing the summary.

In the *Group Work/Independent Work* section, it asks students to examine a different clause from the Universal Declaration of Human Rights by completing the Declaration of Human Rights Worksheet (s). Facilitating the discussion is an example of the C of Code-Breaking. To enhance scaffolding instruction for multilingual students, the teacher should provide sentence stems (*C of Code-Breaking*) to answer the question "What this means to me?" on the worksheet, such as, "To me, this means..." "I interpret this as...", "What I understand from this is..." To answer another question, "Why is this important to me?" the teacher should provide sentence stems, such as, "This is important to me because..." and "This matters to me because..." "This connects to my values because..." or "I have personal experience with this, so it's important to me because...". Providing students with these sentence stems can help them to express their thoughts more clearly and effectively and may also prompt deeper reflection and understanding of the topic and promote critical thinking skills.

The last section *Assessment/Wrap-Up* included the C of Challenge by asking students to reflect on what they have learned using prepared questions. However, this section could be improved if the teacher co-develops the list of actions (LACI TLC Joint Construction) with the class instead of developing the list by him/herself so that students can connect to what they have learned at the same time, produce new knowledge with teacher's guidance (C of Challenge, the C of connection, and the C of Code-Breaking).

Conclusion and Implications

In this study, we examined the existing Cs and additional Cs in an existing lesson plan from the Civics for All curriculum using the LACI's Six Cs of Support. The common techniques for integrating the Cs include using the *LACI Planning Guide for Incorporating the Six Cs of Support* and *LACI's Teaching and Learning Cycle*. The study has several implications for teachers. By using the LACI framework to design new lessons, teachers can work towards including all the Cs of support to enhance instruction for MLs. If teachers are using existing lesson plans for teaching, they can use the LACI framework to examine how accessible these lesson plans are for multilingual learners by exploring if there are any Cs already included, what Cs should be integrated or enhanced, and consider how to add additional Cs. Researchers and scholars can conduct follow-up studies with civics teachers, where they can implement the LACI framework in real classrooms. This would allow for examining the practicality and effectiveness of the proposed framework in a real-world setting. These implications could prepare teachers to better serve their multilingual learners for content-area learning in civics and language development.

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