**Winter 2016**

**January 11 – March 24**

**Level 4A**

**Saturday-Sunday 2pm-5pm**

**Syllabus Guidelines**

Thank you for volunteering to teach at Washington English Center! Below you will find six teaching standards that you can use as a guide for how to deliver classes to your adult learners. Below the standards, you will find an outline of which content should be covered each day throughout the semester. This outline is meant to inform you of the basic structure each class should follow; however, to make teachers’ lesson planning as easy as possible, we use a textbook series that already has detailed lesson plans for each page of the textbook. We very highly recommend that the textbook lessons be followed as they are written in the textbook. If you have any questions about the syllabus, curriculum, or would like help with lesson planning, please do not hesitate to contact our Director of Curriculum and Instruction, Mary Spanarkel: [mspanarkel@washingtonenglish.org](mailto:mspanarkel@washingtonenglish.org)

**Washington English Center’s ACCESS Standards**

**Achievement** (**of Goals):** Each lesson should be focused on a specific goal or goals, which should answer the question “What can students do at the end of class that they couldn’t do before?” These goals, which can be found in your textbooks as well as on the syllabi, should be communicated to students at the beginning of each lesson and all of the activities in class that day should contribute to the students’ achievement of the goal(s).

**Centered on Students:** Research shows that adult ESL students learn best when they are given ample time to engage with their peers and practice new language (as opposed to listening to teacher-led presentations). With this in mind, it is essential that teachers aim to spend less than 30% of class time doing teacher-centered activities and 70% of class time engaged in student-centered activities such as pair/group work, dialogues, hands-on practice activities, etc.

**Corrective Feedback**: Providing corrective feedback can be tricky but is a very important part of language learning. Some general guidelines for corrective feedback are:

* Focus on correcting errors that are relevant to the material you are covering in class that day or has been covered earlier in the semester.
* If many students are making the same error, take a few minutes to give a “mini-lesson” on the concept they are struggling with.
* Consider correcting errors in a variety of different ways, focusing on ways to elicit student-generated corrections (recasts, asking for clarification, prompting them to think about the correct form, making a questioning face until they self-correct, etc.)
* RRemember, as a teacher you see giving feedback as neutral—it’s part of your job. However, students will often feel it as a criticism. Try to balance “correcting” with praising students for their effort or empathizing (e.g., “ohhh, anybody could make that mistake, but...”)

**Explanation**: Knowing that students will not comprehend everything teachers say, it is very helpful for students when teachers use alternative ways of explaining concepts and keep language input at an appropriate level for the students in your class. Some of the best ways to do this are modeling concepts and activities, using visual supports, giving plenty of examples, and presenting the same material in a variety of different ways. Also, keep your pace of speaking slowly and consider writing key concepts and instructions on the board for visual learners.

**Sequencing**: Good lessons follow a specific order of activities that allows students to gradually build towards achieving the goal of that day’s lesson(s). Proper sequencing is helpful to students because it ensures that they are adequately challenged throughout the lesson without becoming overwhelmed. The lesson plans in your textbooks do a great job providing guidance on how each lesson should be structured. Generally, this sequence should be:

1. Warm-up/Review

2. Presentation

3. Practice I (less complex task done with teacher’s guidance)

4. Practice II (more complex task done more independently from teacher)

5. Application (most complex task done independently from the teacher, as authentic or situational and relevant to students’ real lives as possible)

6. Wrap-up/Evaluation

**Silence and wait time**: Language learners benefit tremendously from having ample time to process information in their second language. Native speakers tend to become uncomfortable after about 2 seconds of silence, whereas ESL students may need up to 8 seconds to respond to a question.

The concept of wait time also applies to assigning students independent practice: teachers should always be available to answer student questions, but it can make students anxious if a teacher approaches them to look at their work soon after assigning it.

**LESSON PLAN TEMPLATE**

Feel free to use the template below to plan each hour of your classroom instruction. Make notes or comments on what you would like to keep in mind while teaching and what additional materials you may need for each activity.

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| **Unit:**  **Lesson:** | **Lesson Goal(s):**  *(write these on the board*  *at the start of class!)* | |
| **Stage** | **Procedure & Steps** | **Notes/Comments/**  **Materials needed** |
| Warm-up  (5-10 minutes) |  |  |
| Presentation  (10-20 minutes) |  |  |
| Practice & Expansion  (20-30 minutes) |  |  |
| Application  (15-20 minutes) |  |  |
| Evaluation  (5-10 minutes) |  |  |

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| **WEEK ONE** |
| **Sunday, January 17** |
| Goals: Students will be able to…   * Fill out an admission application   Hour 1: **Welcome Unit: *Meet your classmates,* pages 2-3**  Hour 2: **Welcome Unit: *Numbers, Days, Months,* pages 4-5**  Hour 3: **Unit 1 Personal Information/Lesson A: *Listening*, pages 6-7**  Homework: Workbook pages 2-7 |

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| **WEEK TWO** |
| **Sunday, January 24** |
| Goals: Students will be able to…   * Identify Learning Strategies * Write about your goals   Hour 1: **Language Lab 9:00-10:00**  Hour 2: **Unit 1 Personal Information/Lesson B: *Parts of Speech*, pages 8-9**  Hour 3: **Unit 1 Personal Information/Lesson C: *Noun Clauses,* pages 10-11**  Homework: Workbook pages 8-11 |

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| **WEEK THREE** |
| **Sunday, January 31** |
| Goals: Students will be able to…   * Compare past and present * Create a goal chart   Hour 1: **Unit 1 Personal Information/Lesson D: *Reading*, pages 12-13**  Hour 2: **Unit 1 Personal Information/Lesson E: *Writing,* pages 14-15**  Hour 3: **Unit 1 Personal Information/Lesson F: *Another View,* pages 16-17**  Homework: Workbook pages 12-17 |

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| **WEEK FOUR** |
| **Sunday, February 7** |
| Goals: Students will be able to…   * Identify obstacles and give advice * Write about an important person   Hour 1: **Unit 1 Review**  Hour 2: **Unit 1 Test**  Hour 3: **Unit 2 At School/Lesson A: *Listening,* pages 18-19**  Homework: Workbook pages 18-19 |

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| **WEEK FIVE** |
| **Sunday, February 14** |
| Goals: Students will be able to…   * Introduce noun caluses with *that* * Practice Expressing Opinions   Hour 1: **Unit 2 At School/Lesson B: *The Passive,* pages 20-21**  Hour 2: **Language Lab 10:00-11:00**  Hour 3: **Unit 2 At School/Lesson C: *The Passive,* pages 22-23**  Homework: Workbook pages 20-23 |

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| **WEEK SIX** |
| **Sunday, February 21** |
| Goals: Students will be able to…   * Make educational plans * Write a descriptive paragraph about a sucessful person * Scan a chart for the location of classes   Hour 1: **Unit 2 At School/Lesson D: *Reading*, pages 24-25**  Hour 2: **Unit 2 At School/Lesson E: *Writing*, pages 26-27**  Hour 3: **Unit 2 At School/Lesson F: *Another View*, pages 28-29**  Homework: Workbook pages 24-29 |

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| **WEEK SEVEN** |
| **Sunday, February 28** |
| Goals: Students will be able to…   * Recognize appropriate school behavior   Hour 1: **Unit 3 Friends and Family/ Lesson A, Listening pages 32-33**  Hour 2: **Unit 3 Friends and Family/Lesson B, Indirect Questions, pages 34-35**  Hour 3: **Unit 3 Friends and Family/Lesson C, Indirect Questions, pages 36-37**  Homework: Workbook pages 30-35 |

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| **WEEK EIGHT** |
| **Sunday, March 6** |
| Goals: Students will be able to…   * Recognize appropriate school behavior * Identify barriers between generations * Compare parents and children   Hour 1: **Unit 3 Friends and Family/ Lesson D, *Reading* pages 38-39**  Hour 2: **Unit 3 Friends and Family/Lesson E, *Writing*, pages 40-41**  Hour 3: **Unit 3 Friends and Family/Lesson F, *Another View* pages 42-43**  Homework: Workbook pages 36-41 |

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| **WEEK NINE** |
| **Sunday, March 13** |
| **Final Exam Review and Final Exam** |

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| **WEEK TEN** |
| **Sunday, March 20** |
| **Final Exam Results and Graduation** |

**Appendix A: 12 Exciting No-Prep Activities!**

**(To review, to practice or to have extra FUN)**

Unscramble Words: Scramble up recent vocabulary words. Write them on the board. Have students unscramble them. Ex: coortd (doctor). Afterward have students write sentences with the words.

Circle Game: Have students sit in a circle with one person standing in the middle. The person in the middle must say something true about themselves. (Ex: I have a brother, I am wearing jeans, I like soccer, etc.) Everyone else for whom that statement is also true must stand up and change seats. The person without a seat is now the person in the middle who must say another sentence.

Back to the Board: Have 2 groups. Have 1 member of each group sit near the front with their backs to the board. Make sure there is as much space between the groups as possible. The teacher writes a word on the board. Then teams must give clues to their team member at the front about the word. The first person to guess the word gets a point.

Vocabulary Game:  Divide the class into 2 or 3 teams. Have 1 member from each team come to the board. Ask them to either write a word you say (to practice spelling), draw a picture of a word you say, write a number you say or give students a definition and they must write the word. The first person to write/draw correctly earns a point for their team.

Shop Talk: Divide the class into several small groups. Each group must pretend they are going to open a store. What kind of store is it? What’s its name? What do they sell? Have them make a list. Then, students can walk around the room “visiting” various shops and asking for certain items and their prices.

Memory Chain: Have students stand in a circle. The first person (Javier) makes a sentence (ex: I like to swim). The second person then continues on the same topic and says a sentence about themselves (ex: I like to run.) and repeats what the person said (Javier likes to swim.) The third person then says a sentence about themselves and what the previous 2 people said. Continue until everyone has spoken. Do this a second time but go the opposite direction around the circle.

Talkathon:  Choose an object in the classroom, something you own, or something of one of the students. Have volunteers came up to the board and see how long they can talk about the particular object. Or make this a writing activity and see who can write the most sentences about the object. Keys are a great object to talk/write about as each student probably has them and will have multiple things to say about what each key is for, what their key chain represents, where it came from etc.

He‘ll be Bald in 10 years: For practice with future tense try this activity. Each student must choose 2 or 3 of their classmates to write or speak about. They must write or say 5 sentences about each person and what they will be like in 10 years. Give them some funny sentences as examples.

Scattergories Category Game: Write several categories on the board. Then write a letter on the board. With time constraints, students must work individually to come up with a word for each category that starts with the letter listed. Students earn a point for each original answer they come up with. Duplications earn no points.

Add a Picture: This can be used to practice a text students have read or something with multiple steps (that students have recently covered), such as how to get a driver’s license. Each student rips a paper into 6 equal parts. On the first paper, they draw something from the beginning of the story, on the second paper they draw something from the end of the story, and on the third papers they draw something from the middle of the story. Then, with their other 3 papers they draw things that fill in the gaps between the pictures they’ve already drawn. Finally, students pair up and talk about their pictures together.

Numbers in My Life: Write 5 numbers on the board that are relevant to your life-for example, your shoe size, your age, the day you were born, the month you were married, the number of children you have, the year graduated college, your telephone number, your zip code, your apartment number, etc. Students must ask you questions to try to figure out what your number refers to. For example, “How old are you?”, “When were you born?”, etc. After students figure out what your numbers refer to, have them write down a few of their own “secret numbers”. Finally, have students break into groups to try to guess what each person’s numbers refer to.

What I Need: Tell the students several things that you need. Most should be things that are possible such as getting a driver’s license, finding a cheaper apartment, finding a grocery store that sells ethnic food, etc.  Have students write down several things that they need on a piece of paper. Each student reads what they need and if other students can help, they raise their hands. After everyone has announced their needs have students walk around and talk with each other to see how other people can help them. This will help your class to feel like a community and to not be discouraged thinking they are the only ones with certain problems.

**Appendix B: CASAS Review Lesson Plan**

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| **GOAL**: Students will practice answering multiple-choice questions similar to those on the CASAS tests |
| **INTRODUCTION**:   * Write “CASAS Preparation” on the board.   + Ask, “Who knows **what** the CASAS test is?” (*elicit*: *the test students take when they register and again after 50 hours of class.)*   + Then, ask,“**Why** do we take the CASAS test?” *(elicit: to measure our progress in English and to help the school keep tuition low)* * Ask students “Is the CASAS test **easy**, **difficult,** or **so-so**?” *(show thumbs up for easy, thumbs down for difficult and thumb to the side for so-so\*\*)* * Explain: “Because the CASAS test is difficult, we will take 1 hour (or 30 minutes) to prepare for your next CASAS test.” |
| **PRESENTATION:**   * Show the class a copy of the questions and a Scantron sheet. Model answering one of the questions using the Scantron, noting the importance of matching the correct number from the test to the numbers on the Scantron sheet. |
| **PRACTICE ACTIVITIES:**  **Option 1:** Use a laptop and projector to project the questions. Distribute copies of the Scantron sheets assigned questions for the day and answer them together as a class. Have students explain their answers and how they found them to the class (pointing to keywords, narrowing down choices, etc.)  **Option 2:** Distribute Scantron sheets and set up “stations” around the room by taping a copy of each page to a different place in the classroom. Have students go to each station in pairs and write their answer on a Scantron sheet. Then, switch partners and compare answers. (Credit: Aletta Schaap and Robin Hanerfeld)  **Option 3:** Split the class into pairs or small groups. Have students work through the questions together in pairs. Then, switch pairs and compare answers. Encourage students to talk about their different answers. |
| **WRAP-UP:**  Review answers as a class. Choose 1-2 of the most difficult items and demonstrate (or have a student demonstrate) how to choose the correct answer. |
| **EVALUATION:**  Ask students how prepared they feel for their next CASAS test (thumbs up for very prepared, thumbs to the side for kind of prepared, thumbs down for totally unprepared\*\*). |

\*\*If you think the thumbs up gesture may be offensive to your students, you can explain its use in the U.S. or ask students to show numbers of fingers instead (3- very easy, 2- so-so, 1- very difficult)

**Appendix C: Rubric for Advancing a Student to the Next Level**

Washington English Center believes that the decision to advance a student should be based on the student’s performance as well as their own self-evaluation of their preparedness for the next level. Given that this decision is based on input from several different sources, we require the following steps be taken at the end of the term:

1. All teachers contribute to a team discussion of making recommendations for each student in the class. Please use the following rubric to make recommendations for each student:

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| **Category** (**5 points each)** | **Pass**  (**4-5 Points)** | **On the Fence**  (**2-3 Points)** | **Repeat**  (**0-1 Points)** |
| **Attendance**  **\_\_\_/5** | Attended >70% of classes: 5 Points | Attended 60%-70% of classes: 3 Points | Attended less than 60% of classes: 1 Point  Did not attend Class: 0 points |
| **Participation**  **\_\_\_/5** | Was able to participate in and complete class activities when present in class | Was not able to participate in most activities due to a lack of understanding | Unable to assess due to poor attendance. |
| **Language Abilities**  **\_\_\_/5** | Demonstrated Reading, Speaking, Listening and Writing skills at or above the level of their peers in the class. | Demonstrated Reading, Speaking, Listening and Writing skills significantly below their peers in the class. | Unable to assess due to poor attendance. |
| **Final Exam**  **\_\_\_/5** | Scored 70% or higher on the final exam: 5 points | Scored 60-70%: 3 Points  Scored Below 60%: 2 Points | Did not take final exam: 0 points |

Total: \_\_\_\_/20

**Rubric Scores:**

**14/20 and above**: Pass to next level

**8-13/20**: Offer the following options to the student:

* Repeat the class
* Advancing to the next class under the condition that they get a tutor

**5-8/20:** Recommend repeating class

**4/20 and below**: Repeat-stopped attending