

Curriculum Guide ~ U.S. Education

UNIT GOAL: *After completing the U.S. Education Unit, students will have a better understanding of the U.S. Education system and be able to describe their own educational history and future in the U.S. context.*

CONTENT OBJECTIVES

Students will be able to...

- compare the organization and practices of the U.S. education system with the education system in their home country.
- identify future education goals.
- describe their education history and future goals.
- investigate past and present issues in U.S. education.
- express and defend opinions about education policy.

LANGUAGE OBJECTIVES

Level 500 students will be able to...

- use topic-specific vocabulary to discuss the U.S. education system.
- report descriptive information both orally and in writing.
- use comparatives and superlatives to compare the U.S. education system with system in home country in a comparison/contrast paragraph.

Level 550 students will be able to...

- use topic-specific vocabulary to discuss the U.S. education system.
- report descriptive information both orally and in writing.
- compare two education systems in a comparison/contrast essay.
- write a college admissions essay.

ACADEMIC OBJECTIVES

Level 500 students will be able to...

- interpret data in a graph or table format.
- identify the main idea in an article and summarize it.
- scan a text for specific information.

Level 550 students will be able to...

- interpret data in a graph or table format.
- employ test taking strategies.

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- use online sources to research education opportunities.
- access and gather information from online news stories and podcasts.

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LEARNING COMPONENTS

**Click on each Learning Component to connect to cited and additional resources.*

<p><u>Building Background Activities</u></p>	<p>Class discussion starters:</p> <ul style="list-style-type: none">❑ Look at a visual representation of the U.S. education system.❑ Have students draw a diagram of the education system in their country.❑ Use pre-reading discussion questions on p. 205 of <i>Beyond Language: Cross Cultural Communication 2nd Ed.</i> for class or small group discussion.❑ Have students look at the different seating arrangements on p. 231 of <i>Beyond Language: Cross Cultural Communication 2nd ed.</i> and explain which is common in their country. Ask them to give their opinion on which arrangement they prefer and why. <p>View DVD:</p> <ul style="list-style-type: none">❑ View clips of <i>Stand and Deliver</i> <p>Introductory Readings:</p> <ul style="list-style-type: none">❑ Selected passages from <i>Education in the United States Wikipedia entry</i>❑ Selected passages from <i>Education in the United States Department of Education Overview</i>
<p><u>Reading Activities</u></p>	<ul style="list-style-type: none">❑ <i>Beyond language: Cross-cultural communication 2nd Ed.</i> (Unit 7, Education: Values and Expectations)❑ <i>North star high intermediate 2nd Ed.</i> (Unit 7, Homing in on Education)
<p><u>Writing Activities</u></p>	<p>Level 500</p> <ul style="list-style-type: none">❑ Summarizing an article<ul style="list-style-type: none">○ <i>Writing to communicate 3: Essays and the short research paper.</i> Chapter 4.○ Choose an article on education to summarize <p>Level 550</p> <ul style="list-style-type: none">❑ Comparison/Contrast Essay<ul style="list-style-type: none">○ <i>Great essays 2nd Ed.</i> Unit 3, Comparison/Contrast Essays○ Possible essay topics include: Write about the key similarities/differences between the education systems of the U.S. and your home country

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	<ul style="list-style-type: none"> ○ Pre-writing activity – Students complete the Venn diagram activity (p. 81 of Great Essays). The teacher can model this by doing a whole class brainstorm on the board for the U.S. education system and a country where they have studied. □ College Admissions Essay <ul style="list-style-type: none"> ○ Actual admissions essay topics include (250-600 word essay) <ul style="list-style-type: none"> ▪ Evaluate a significant experience or risk you have taken or an ethical dilemma you have faced and its impact on you. ▪ Discuss some issue of personal, local or international concern and its importance to you. ▪ Indicate a person who has had significant influence on you and describe that influence. ▪ A range of academic interests, personal perspectives and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
<p><u>Oral Skills Activities</u></p>	<ul style="list-style-type: none"> □ Students present a summary of a news article about a current education issue in small groups. □ Tabletop presentations: <ul style="list-style-type: none"> ○ Students research a topic, organize the information and present to students at their table. This can be a warm up and practice prior to an assessment activity (presenting in front of the entire class). □ Students interview each other about education in their countries. Students report what they have learned. □ Focused listening: <ul style="list-style-type: none"> ○ National Public Radio Education Stories
<p><u>Grammar Activities</u></p>	<p>Level 500</p> <ul style="list-style-type: none"> □ Supporting grammar: <ul style="list-style-type: none"> ○ Comparatives and Superlatives ○ Past tenses ○ Reporting verbs and phrases



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- ❑ Review of Past Tenses
 - **Grammar in context 3 4th Ed.** Lesson 3.
- ❑ Reporting Words
 - **Writing to communicate: Essays and the short research paper**
- ❑ Grammar Scavenger Hunt – Students search for supporting grammar in a written text.
- ❑ Comparative/Superlative Ball Toss Game
 - Students brainstorm adjectives (write on board), one student starts with the ball, says an adjective and throws to another student. The student who catches the ball says the comparative form and throws to a different student. The third student says the superlative form and throws to another student. Repeats with new adjective.
- ❑ Grammar Presto Chango Activity – Students rewrite sentences transforming them from present or future to past (past simple, past continuous, and present perfect tenses). Can be done as a team competition activity. Write the sentence on the board, in groups students race to see who can correctly “transform” the grammar first.

Level 550

- ❑ Supporting grammar:
 - Connectors that show comparison
 - Connectors that show contrast
 - Passive
- ❑ Passive
 - **Grammar in context 3 4th Ed.** Lesson 2.
- ❑ Connectors that show comparison and contrast
 - **Great essays 2nd Ed.** Unit 3.
- ❑ Grammar Scavenger Hunt – Student search for supporting grammar in a written text.

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	<ul style="list-style-type: none"> ❑ Grammar Presto Chango Activity – Students rewrite sentences transforming them from active to passive. Can be done as a team competition activity. Write the sentence on the board, in groups students race to see who can correctly “transform” the grammar first.
<u>Civic Engagement Activities</u>	<ul style="list-style-type: none"> ❑ Arlington Public Schools College Night ❑ Visit to Northern Virginia Community College ❑ Guest Speaker, Counselor from Northern Virginia Community College ❑ Guest Speaker, Representative from Arlington Public Schools GED program
<u>Sample Lesson Plans</u>	<p>Level 500</p> <ul style="list-style-type: none"> ❑  What’s the Difference? <p>Level 550</p>
<u>Assessment Activities</u>	<p>Level 500</p> <ul style="list-style-type: none"> ❑ Students write a paragraph comparing/contrasting the U.S. education system and the education system in their country. ❑ Students give a brief oral presentation comparing/contrasting the U.S. education system and the education system in their country. <p>Level 550</p> <ul style="list-style-type: none"> ❑ Students write an essay comparing/contrasting two education systems. ❑ Students write a college admissions essay.
<u>Sample Unit Plans</u>	<ul style="list-style-type: none"> ❑  Emily Beckett 500 Unit Plan