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For Wednesday March 27th, 2013**SIOP Long Lesson Plan****STANDARDS:**

1. TESOL Proficiency Standard 5 **Listening & Speaking** (Advanced/Bridging): students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.
2. TESOL Proficiency Standard 5 **Reading & Writing** (Advanced/Bridging): Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.

THEME: Education**LESSON TOPIC:** Comparing American and Home Country Education Systems**CONTENT OBJECTIVES: SWBAT:**

1. Increase their general knowledge about the school systems in America
2. Discover similarities and differences between school systems in America and home countries (Vietnam, Colombia, France, South Korea, Saudi Arabia, Russia)

LANGUAGE OBJECTIVES: SWBAT:

1. Reading: use new vocabulary terms to read information about school systems in the US
2. Speaking & Listening: practice conversational English by discussing personal experience about their home school system as a student and/or teacher
3. Writing: create a Venn diagram comparing home country's school system with the US

LEARNING STRATEGIES: discussion, Word Wall, modeling, think-aloud, close reading, compare/contrast diagram, gallery walk, sentence completion**KEY VOCABULARY:** curriculum, funding, school board, standardized

MATERIALS: Power Point of Lesson 2, Guiding Discussion Questions (Appendix A), US Education System reading (Appendix B), Vocabulary Handout for students (Appendix C), highlighters, paper and markers for Venn diagrams, tape

PREP: Before class, organize groups of three (1 American per group). Give each American Venn Diagram materials.

Give each student a yellow and an orange highlighter.

(5 MINS.) MOTIVATION (*building background*):

Show guiding discussion questions (see Appendix A). Explain we are going to base our lesson today on talking about these questions.

Go over lesson objectives. Remind students they have used a Venn diagram before.

Building background: *We are all students right now, and many of us are teachers. We all come from very different backgrounds, which influence our opinions and ideas. For example: I grew up as a student in the American educational system. I am used to doing hands-on activities, I am used to class sizes of 20.*

Call on a few individual students: What is the average class size in your country?

(12 MINS.) PRESENTATION (*language and content objectives, comprehensible input, strategies, interaction, feedback*):

Before we can compare different educational systems, it would be useful to build some background knowledge about the system in the US. I have a reading here that will help you make your Venn diagrams.

(5 mins) Give Vocab Handout (Appendix C) to students. Present vocabulary on Power Point slides. Remind students that throughout the lesson they can add new vocabulary to the Word Wall.

(7 mins) (***adaptation**-individual **or** partner)

Hand out U.S. Educational System reading (Appendix B). Display activity directions on board using PowerPoint:

1. Read the article about the American educational system.
2. Use the yellow highlighter to mark things that are similar to the education system in your home country.

3. Use the orange highlighter to mark things that are different to the education system in your home country.

Demonstrate this with a think-aloud on Doc-cam.

Walk around to help clarify and add unknown words to the Word Wall.

(15 MINS.) PRACTICE AND APPLICATION (*meaningful activities, interaction, strategies, practice & application, feedback*):

(5 min) Get into groups of 3. Have students discuss the similarities and differences they noted.

***Call time-out in discussion**

(2 mins) Explain it is time to begin making the Venn diagram. Model this on board, using discussion questions.

Use these questions to guide your discussion. You can compare 2 or 3 countries, depending on who is in your group. Write interesting things down, looking for similarities and differences. At the end of class we are going to put them up around the room in a gallery walk.

(8 mins). Walk around listening to groups. At 7 minutes, begin to display diagrams.

(8 MINS.) REVIEW AND ASSESSMENT (*review objectives and vocabulary, assess learning*):

(5 mins) Gallery walk.

(3 mins) Each member of the class answers the oral question: I was surprised to learn today that...

EXTENSION: N/A

Appendix A
Guiding Questions for Discussion

1. How is the school system in your country organized?
2. Who controls the schools in your country? (Where does the curriculum come from?)
3. How are the schools funded in your country?
4. What do students learn in schools in your country?
5. How do students get accepted into university in your country? How do they pay for it?

Appendix B
U.S. Educational System Reading

The US Education System

How is the US school system organized?

In the US, schools are divided into elementary schools, middle schools, and high schools. Elementary schools are made up of students in kindergarten and grades 1-5. Most children attend kindergarten when they are five-years-old. Children begin 1st grade at age six. Middle school is composed of students in grades 6-8 and high school contains grades 9-12. After grade 12, a student can apply to university.

In the United States, education is required for all students until ages sixteen to eighteen depending on the individual state. Most high school students graduate at the age of seventeen or eighteen-years-old. A student graduates after he or she has successfully passed all of the required courses. Grades are given to students for each course at the end of each semester. The grading scale is A (excellent), B (above average), C (average), D (below average), and F (failing). Numbers 4-0 are given for each grade, and this is called the Grade Point Average (GPA). A student who fails a required course with an F must repeat the course.

Who controls US public schools?

Because the country has a federal system of government that has historically valued local governance, no country-level education system or **curriculum** exists in the United States. The federal government does not operate public schools. Each of the fifty states has its own Department of Education that sets guidelines for the schools of that state.

Much of the control of American public schools lies in the hands of each local school district. Each school district is governed by a **school board**. The school board sets general policies for the school district and makes sure that state guidelines are met.

Where does the money come from?

Public schools receive **funding** from the individual state, and also from local property taxes. Public colleges and universities receive funding from the state in which they are located. Each state decides how many tax dollars will be given to public colleges and universities. Students in grades 1-12 do not pay tuition. College and university students do pay tuition, but many earn scholarships or receive loans.

What do students learn in US public schools?

High school students are required to take a wide variety of courses in English, mathematics, science, and social science. They may also be required to take foreign language or physical education, and they may decide to take music, art, or theatre courses. The academic year generally begins in mid-August and ends in early June.

After High School

Although admission policies change from one university to the next, most determine admission based on several criteria, including high school Grade Point Average (GPA), participation in extracurricular activities like athletic teams and student government, a written essay and SAT or ACT exam scores.

Most students in the United States take the SAT or ACT **standardized** examination during their final year of high school. Each university sets a minimum SAT or ACT score that a student must achieve in order to gain admission. The SAT tests critical reading, mathematics, and writing skills. The ACT tests English, mathematics, reading, and science reasoning, and includes an optional writing test. Universities choose which exam they require students to take.

Adapted from the International Student Guide from Southern Illinois University Edwardsville

Word Wall vocabulary (extra):

Vocabulary

Appendix C
Vocabulary Handout for Students

Curriculum /kə' rɪkjələm/

- noun [*count*]
- *formal*
- Plural: Curricula
- *Ex: The mathematics curriculum at my school is challenging.*
- --the courses that are taught by a school, college, etc.



Funding /'fʌndɪŋ/

- noun [*noncount*] {or V.}
- Plural: Funding
- *Ex: The program relies on funding from the state.*
- --a large amount of money that is given by someone



Standardize /'stændəˌdaɪz/

- Verb
- Ex: *The principal **standardized** procedures for the school.*
- STANDARDIZED TESTS (n.)
- Ex: *The IELTS is a common **standardized** test.*
- [+ obj] -- to change (things) so that they are similar, consistent, and agree with rules about what is proper and acceptable



School board /'sku:l/ /'boəd/

- noun [count]
- Plural: School boards
- Ex: *The **school board** decided students in my town cannot wear hats in class.*
- --a group of people who are in charge of local schools

