

# **COURSE DESIGN**

*VALUES AND ENVIRONMENT CLUB FOR BASICO STUDENTS*

*APRIL 29, 2015*

**Course Description:** The course is 37 weeks long from the months of May to March. The 30 students are in básico education (middle school) between the ages of 11 and 14 years old and will meet every Tuesday for 2 hours. The level of the students ranges from low beginner to high beginner. The club is a requirement for all básico students and occupies 2 hours of classes in the weekly schedule.

**Diagnostic Test:** see appendix I

### Goals and Objectives:

1. By the end of the club, students will acquire essential functions in order to develop basic communicative and receptive skills that will enable the students to participate in a simple conversation.
2. Students will develop a positive attitude towards learning English through fun activities that do not involve the class textbook.
3. Students will develop an awareness of themselves and their self-esteem as well as develop goals for their future.
4. Students will increase their awareness of their attitude towards specific environmental problems, their individual actions that can help protect the environment, and learn how to use recycled resources to create art projects.

### Class Assessment Plan:

Since this is an additional course in the students' education, they will not receive any official grades. The students do receive a letter grade at the end of the course in order to see their progress and the result of their course work. There will be formative and summative assessments throughout the course in order to evaluate the progress of the students and provide feedback where necessary.

#### ❖ *Needs Assessment*

The needs assessment will evaluate the current level of the students in the course as well as be used to discover the interests of the students to provide a course that is appealing to the students. In order to understand fully the interests of the students, the questions about what activities they would like to do in the course will be in their L1 so as to avoid confusion and because the level of the students is expected to be low beginner. The teacher will also formatively assess the level of the students by asking questions during the lessons to discover the students' level and confidence with the language. The goal is to cultivate the students' interests in English and create a safe and comfortable environment.

❖ *Attendance and Participation*

Attendance is mandatory for the students and will be reported to the administration of the high school. In order to promote participation, there will be mini competitions for best projects in order to keep the students interested in the activities and create a fun learning environment. The students will be formatively assessed on their participation and production of English during the class activities.

❖ *Homework Assignments*

Students will be summatively assessed on the completion of homework assignments and journals.

❖ *Bi-weekly quizzes*

Every other week, the students will have a short quiz that lasts no longer than 15 minutes to reinforce the vocabulary and information that they learned in previous lessons. The quizzes will be graded with a letter grade which will be included in the final letter grade of the course. These quizzes will help give the teacher an idea of the students' progress and encourage students to study the new vocabulary that they have learned in order to improve their language skills.

❖ *Quimestre Quiz (2)*

At the end of each quimestre (5 month period), the students will have a comprehensive quiz that will range from 30 to 45 minutes. The quiz will cover all of the topics learned in the quimestre and focus on the English language skills that the students have learned. The students will receive a letter grade for the test which will be included in the final letter grade of the course. The quiz will be a written test.

❖ *Class activities (recycled art, word wall, dictionaries, group work)*

The students will also be formatively assessed on their classwork. This includes an evaluation on how the students work together in groups as well as whether they are participating in the activities that are assigned during class. The students will be evaluated for their recycled art projects which will focus on their ability to follow directions and their participation in the activity. Students will be expected to create individual dictionaries including new words with pictures and sentences in order to improve their English vocabulary. The dictionaries will be collected and evaluated every two weeks to monitor participation and completion.

❖ *Open House Presentation*

At the end of the course, the students will be expected to create a project for an open house. In groups, the students will choose a topic of interest that they have learned throughout the quimestre and create a project to educate the other students in the

school. Projects must include a visual aspect that can be displayed in the school as well as an explanation in English. The students will be presenting the project to the class before displaying the projects around the school. Using a rubric, the students will be evaluated on their creativity, English skills, and presentation skills. Again, the students will receive a letter grade that will be included in their final course letter grade.

#### ❖ *Self-Evaluation*

Students are not typically asked to evaluate their progress in the Ecuadorian education system. As one of the course goals is to improve the students' understanding of themselves as well as develop values, there will be a self-evaluation at the end of each quimestre for the students to evaluate and recognize their participation and work that they have done during the quimestre. This evaluation will help the student develop an understanding of their work has helped them improve and grow and allow the student to compare the grade from the teacher with their own opinion of their grade.

## Class Elected Roles

The students will also elect someone to represent the club as president, vice-president, secretary, and treasurer to promote the value of responsibility and encourage participation through the leadership of the elected students.

**President:** *The role of the president is to provide encouragement to the other members and present any concerns to the teacher. The president also is responsible for making sure the other officers perform their duties. The president is in charge of deciding on a topic to present at the open house with the club members. The president also facilitates the process of preparing for the open house and represents the club at all events.*

**Vice-President:** *The vice-president assumes the role of the president when he or she is absent. The vice-president also works with the president to organize the open house at the end of the semester. The vice-president represents the club at events.*

**Secretary:** *The role of the secretary is to take attendance each class and create monthly calendars to show the activities for each week. The secretary also helps the President and Vice-President when asked. The secretary also represents the club at events.*

**Treasurer:** *The role of the treasurer is to collect money when necessary to buy the materials for the activities and helps the other officers when necessary. The treasurer also represents the club at events.*

## Course Outline

Class	Topics	Activities
1	<ul style="list-style-type: none"> <li>Personal Introductions</li> <li>Course introduction and expectations</li> <li>Needs assessment<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Warm up: Getting-to-know-you activity- Ball toss name game</li> <li>Discuss course and expectations (class rules, dictionaries, quizzes, presentation)</li> <li>Needs assessment</li> <li>Explain word wall</li> <li>Introduction to self-esteem activity (p. - 45 in GE-Life Skills book)</li> </ul>
2	<ul style="list-style-type: none"> <li>Getting to know you (speaking)</li> <li>Basic Wh- questions</li> <li>Personal Information (I am, I like, My favorite)</li> <li>Learning how to communicate without words (sociolinguistic skill)</li> </ul>	<ul style="list-style-type: none"> <li>Warm up- Ball toss simple phrases (what's your name, how old are you...)</li> <li>Elect group leaders</li> <li>Share self-esteem name tag activity</li> <li>Communicating without words (cpmv- p.48)</li> <li>Homework: ME Collage (p. 46 GE-Life Skills- include parts of cpmv- Your Present and Your future (p. 63)</li> </ul>
3	<ul style="list-style-type: none"> <li>Numbers (listening skills)</li> <li>Review language to share collage (I am, I have, I like, I don't like)</li> <li>Discuss what a goal is (examples)</li> </ul>	<ul style="list-style-type: none"> <li>Warm up- "The boat is sinking"- p.59 GE-Life Skills</li> <li>Share ME Collages</li> <li>My Compromise (cpmv- p. 116)- English goal, personal goal- Keep in goal folder</li> <li>Homework: Finish goal for the first month</li> </ul>
4	<ul style="list-style-type: none"> <li>Review personal information</li> <li>Review of Vocabulary and previous topics</li> <li>Vocabulary: weather</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- Guess who (describe themselves and read descriptions)</li> <li>Quiz (personal information)</li> <li>Introduce weather vocabulary</li> <li>Self-Evaluation</li> </ul>
5	<ul style="list-style-type: none"> <li>Vocabulary: weather</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up – pin the tail on the globe</li> <li>Weather review and new vocabulary</li> <li><a href="#">The world in 10 years (reading)- environmental focus- global warming</a></li> <li>Show video with activity</li> <li>Homework: Draw a picture representing the world in 50 years and be prepared to talk about it.</li> </ul>
6	<ul style="list-style-type: none"> <li>Recycling</li> <li>Vocabulary: glass, aluminum,</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- Pictionary with weather vocabulary</li> </ul>

<sup>1</sup>Adapted by Kate Barba from J. Zirbes Portfolio

	<p>bottles, cans, newspapers, recycle, reduce</p> <ul style="list-style-type: none"> <li>• Grammar: Pronouns (I recycle, he recycles, we recycle..."</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quiz</i> (weather, personal information)</li> <li>• Share homework pictures</li> <li>• <a href="#">Reduce, Recycle (Lesson Plan 1- p. 9 in Recycle Book)</a></li> <li>• <i>Homework</i>: Identify items that could've been recycled in house. Bring 3 items from your house or community that can be recycled</li> </ul>
7	<ul style="list-style-type: none"> <li>• Recycled Art Project (Listening and Speaking)</li> <li>• Vocabulary: Review recycling vocab, cut, attach, wire, pull, connect...</li> <li>• Grammar: Following commands</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up- Separating trash (3 different bin locations- listening for material and group accordingly)</li> <li>• Reuse (Brainstorm ways to reuse different recycled material) –in groups</li> <li>• Recycled Art Project: Making water bottle recycling bins</li> <li>• Homework: Finish making signs for trash cans (bring poster board) and write goal for the next month</li> </ul>
8	<ul style="list-style-type: none"> <li>• Review alphabet</li> <li>• Vocabulary: Steps of a process (sequence words)</li> <li>• Grammar: Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up- Team Counting (modify for alphabet) (p. 60 GE-Life Skills)</li> <li>• <i>Quiz</i> (recycling, weather)</li> <li>• Finish recycling bins and make signs to show what type of recycled material goes in each can.</li> <li>• Start mini book with the instructions how to make a water bottle recycling bins</li> <li>• Homework: Finish mini books.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Review recycling vocabulary</li> <li>• Infinitives and Modal Verb Can</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• <a href="#">Recycling in Ecuador</a>- situation, problems, solutions (Environment Plan p. 22)</li> <li>• In groups- create poster for Recycling awareness in Pasaje – identify specific problems</li> <li>• Homework: Finish Poster and prepare presentation</li> </ul>
10	<ul style="list-style-type: none"> <li>• Listening and Speaking skills</li> <li>• Review recycling vocabulary and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up</li> <li>• <i>Quiz</i> (recycling, building recycling bins)</li> <li>• Present Posters</li> <li>• Recycling Song Lesson</li> <li>• Homework: Create a mini book on a topic that you have learned (recycling, recycled art...)</li> </ul>
11	<ul style="list-style-type: none"> <li>• Vocabulary: plants, vegetables</li> <li>• Follow instructions for garden</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• <a href="#">Importance of gardens</a></li> </ul>

		<ul style="list-style-type: none"> <li>Learn different types of vegetables and where they grow</li> </ul>
12	<ul style="list-style-type: none"> <li>Review garden vocabulary</li> <li>Build tire garden</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Quiz (vegetables)</li> <li>Introduction to building a tire garden (instruction activity)</li> <li>Homework:</li> </ul>
13	<ul style="list-style-type: none"> <li>Review gardening vocabulary</li> <li>Follow instructions for building a garden</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Build tire garden (assisted by an expert)</li> </ul>
14	<ul style="list-style-type: none"> <li>Vocabulary: commands and gardening vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Finish tire garden and reflect on experience</li> <li>In-class journal- write about the garden experience</li> <li><i>No quiz due to building garden</i></li> </ul>
15	<ul style="list-style-type: none"> <li>Review for Quimestre Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Review of 1<sup>st</sup> Quimestre Quiz Topics</li> </ul>
16	<ul style="list-style-type: none"> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- Review for Quiz</li> <li>Quimestre Quiz</li> <li>Self-Evaluation</li> <li>Homework: write goal for the next month</li> </ul>
16	<ul style="list-style-type: none"> <li>Vocabulary- Energy saving words</li> <li>Standard international carbon footprint challenge</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- review quiz answers</li> <li>"Going green" discussion</li> <li>Video</li> <li>Homework: Calculate your carbon footprint. Ideas for how you can make your house more green</li> </ul>
17	<ul style="list-style-type: none"> <li>Vocabulary: clothes</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Clothing- in preparation for recycled jewelry</li> <li>Popular clothing in different countries</li> <li>Quiz (energy saving words)</li> </ul>
18	<ul style="list-style-type: none"> <li>Review clothing vocabulary</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- All my friends (wearing)</li> <li>Recycled art: paper jewelry</li> <li>Homework: write goal for the next month</li> </ul>
19	<ul style="list-style-type: none"> <li>Vocabulary- prices</li> <li>Grammar: How much/how many</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Finish paper jewelry</li> <li>Create imaginary store to sell jewelry</li> <li>Quiz (clothes, energy saving words)</li> </ul>
20	<ul style="list-style-type: none"> <li>Review money</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> </ul>

	<ul style="list-style-type: none"> <li>Grammar: review how much/how many</li> </ul>	<ul style="list-style-type: none"> <li>Recycled art: Making wallets</li> <li>Homework: Create mini book show instructions</li> </ul>
21	<ul style="list-style-type: none"> <li>Vocabulary: water words (animals, types of water...)</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Write goal for the next month</li> <li>Lesson on importance of cleaning up our oceans, rivers, streams</li> <li>Quiz</li> <li>Homework: Journal entry on the importance of protecting our oceans</li> </ul>
22	<ul style="list-style-type: none"> <li>Following instructions</li> <li>Vocabulary: water words</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Oil spill experiment</li> <li>Homework: Choose one topic we learned over the year, write a journal sharing the information you learned.</li> </ul>
23	<ul style="list-style-type: none"> <li>Presentation preparation</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Prepare presentations with group</li> <li>Quiz</li> <li>Homework: Continue working on presentation</li> </ul>
24	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Jeopardy Review</li> <li>Continue working on presentations with group</li> <li>Homework: Continue working on presentation</li> </ul>
25	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up- Review</li> <li>Final Quimestre Quiz</li> </ul>
26	<ul style="list-style-type: none"> <li>Final Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Final Presentations</li> </ul>
27	<ul style="list-style-type: none"> <li>Final Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Final Presentations</li> <li>Homework: Write goal for next year</li> </ul>
28	<ul style="list-style-type: none"> <li>Open house preparation</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>Preparation for open house</li> <li>Open house presentations (parents invited)</li> </ul>
29	<ul style="list-style-type: none"> <li>Class Party</li> </ul>	<ul style="list-style-type: none"> <li>Class party</li> <li>Self Assessment</li> </ul>