



Unit 4: Understanding the U.S. School System

Teachers' Guide

Lesson 2: Looking Inside a School

Time: 2 hours

Content Objectives

- Ef Students describe and discuss their understanding of what a teacher looks like.
- Ef Students familiarize themselves with and analyze the structures of elementary, middle, and high school classrooms in the United States.

Rights Objectives

- Ef Students understand and interrogate what the universal right to education looks like in classrooms in the United States.

Language Objectives

- Ef Students continue to build their language skills around rights
- Ef Students practice reading, writing, and speaking in English.

Materials Needed:

- Ef Student lesson plan
- Ef Large paper and markers

KEY VOCABULARY:

	To teach
Desk	To sit
Table	To learn
Classroom	To go (from class to class)
Elementary School	To stay (in one room)
Middle School	To notice (a detail)

High School





- Describe a detail you notice about the photograph (Examples: "There are many colorful papers on the wall," or "The students sit at tables, not desks."). Write what you notice down on a white board or piece of paper everyone can see.
- Share what is different or the same about this classroom and classrooms in your home country.
- In elementary classrooms in the United States (usually ages 5-12), students generally have one teacher all day and are in a classroom with 20-25 other students. Students are grouped by age, not by ability. What do you think is good about this model of elementary education? What do you think is bad?

Look closely at the following picture of an American high school classroom and discuss the following questions:

Source: <http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

- Describe a detail you notice about the photograph (Examples: "There are many colorful papers on the wall," or "The students face each other.") Write what you notice down on a white board or piece of paper everyone can see.

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**END OF LESSON REFLECTIONS** The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week.

Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?

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