



Adult Learning Program: Level 6
The English Connection: Promoting Resiliency of Self, Community, & Planet

<p>Lesson Title and Topic(s):</p> <p><u>Unit 1:</u></p> <p><u>Self-Reflection and Self Advancement:</u></p> <ul style="list-style-type: none"> - <i>Who am I?</i> - <i>What am I learning about myself/my classmates)?</i> - <i>How can I use this information to improve/enhance my life?</i> 	<p>Lesson Date(s): 9/29 - 10/20</p> <p><u>Week 1: 9/29</u></p> <ul style="list-style-type: none"> • Introductions • Community-building and beginning to set goals (personal and/or career) • Beginning to hone public speaking skills <p><u>Week 2: 10/6</u></p> <ul style="list-style-type: none"> • Improving public speaking skills (especially in a career/work setting) • Career skills (e.g., “elevator pitch”and interview prep/mock interviews) <p><u>Week 3: 10/13</u></p> <ul style="list-style-type: none"> • Study of self through lens of immigration (e.g., how immigrant experience has shaped us/makes us think about ourselves) • Immigrant resilience stories (How does the historical resilience of immigrants help shape my views of myself? Who are some immigrants that I/we admire?) <p><u>Week 4: 10/20</u></p> <ul style="list-style-type: none"> • Completion and presentation of unit projects <p><u>Unit Project:</u> Create a virtual scrapbook to share who you are through pictures & stories from your life</p> <p>Tentative Saturday Seminar (families welcome)</p> <ul style="list-style-type: none"> - Unit 1: October 15th: 10am-12pm (BPL)
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<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 1: Self-Reflection and Self Advancement</p>
<p>Teacher(s): Gwen Teutsch</p>	<p>Materials & Resources Needed/Used (<i>books, links, supplies, etc.</i>):</p> <ul style="list-style-type: none"> - Keynote - Level 6 text - Effective presentations: https://business.tutsplus.com/articles/make-powerpointpresentationabout-yourself--cms-34164 - Professional English: https://www.fluentu.com/blog/english/professionalenglish/ - Goal setting: How to Set Professional Goals and Plan Out Your Career - WSJ - TedTalk: “Your Body Language Shapes Who You Are” (communication skills) https://ame.eltkeynote.com/ted-talkvideos/proficient - Communication skills TedTalks (link to multiple lectures): https://www.youtube.com/results?search_query=tet+talk+communication+skills - Ted Talk:” A Venezuelan immigrant, strong and resilient--Amara Barroeta”: https://www.ted.com/talks/amara_barroeta_una_inmigrante_venezolana_strong_and_resilient/transcript?language=en

<p>Lesson Title and Topic(s):</p> <p><u>Unit 2:</u></p> <p><u>Health & Wellness:</u></p> <ul style="list-style-type: none"> - <i>What practical health information is most useful to me/my family?</i> - <i>Where can I find relevant health information?</i> 	<p>Lesson Date(s): 10/27-12/1</p> <p><u>Week 1: 10/27</u></p> <ul style="list-style-type: none"> • Practical physical health information (e.g., accessing health care, ways to care for physical health needs, and health insurance) <p><u>Week 2: 11/3</u></p> <ul style="list-style-type: none"> • Practical mental health information (e.g., importance of caring for mental health and how to access supports in the community)
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<p>- <i>How do I advocate for my health/health of my family?</i></p>	<ul style="list-style-type: none"> • Mindfulness, personal goal setting, and/or re-evaluation of goals <p><u>Week 3: 11/10</u></p> <ul style="list-style-type: none"> • Healthcare rights • Self-advocacy and health (and self-advocacy in healthcare settings) <p><u>Week 4: 11/17</u></p> <ul style="list-style-type: none"> • How to obtain first aid certification (e.g., community resources for obtaining certification) • Crisis response (e.g., “Good Samaritan” and “bystander laws”) <p><u>Week 5: 12/1</u></p> <ul style="list-style-type: none"> • Completion and presentation of unit projects <p><u>Unit Project:</u> complete a short research project looking at a health equity issue (ex: housing instability, drug abuse, literacy - multilingual resources), urban heat islands & tree equity, food insecurity, stress/anxiety, etc). Present to the class.</p> <p>Tentative Sunday Field Trip (families welcome)</p> <ul style="list-style-type: none"> - Unit 2: November 6th: 10am-12pm (Boston Bulbs Beautification Project)
<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 2: Health & Wellness</p>
<p>Teacher(s): Gwen Teutsch</p>	<p>Materials & Resources Needed/Used (<i>books, links, supplies, etc.</i>):</p> <ul style="list-style-type: none"> - Keynote - Level 6 text - SAMHSA Health and Well-being Primer: CREATING A HEALTHIER LIFE, A STEP-BY-STEP GUIDE TO WELLNESS - American Mental Wellness Association: Healthy Adults - English for first aid: English Vocabulary for Medical Emergencies - Performing First Aid - Diet and mental health:

	<p>Breaking News English Listening Food & Mental Health</p> <ul style="list-style-type: none"> - Mindfulness: <ul style="list-style-type: none"> Less stress, clearer thoughts with mindfulness meditation – Harvard Gazette Mindfulness Definition What Is Mindfulness - Self advocacy in health: <ul style="list-style-type: none"> Guide to Self Advocacy in Healthcare Chronically Ill Patients Rising - TedTalks (health/mental health advocacy): <ul style="list-style-type: none"> https://www.youtube.com/results?search_query=mental+health+ted+talks https://www.youtube.com/results?search_query=health+teded+talks
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<p>Lesson Title and Topic(s):</p> <p><u>Unit 3:</u></p> <p><u>The Soul of the US:</u></p> <ul style="list-style-type: none"> - <i>How does United States history impact me today?</i> - <i>What supports are available for immigrants to the United States?</i> - <i>What does justice look like/mean in the United States and to me?</i> 	<p>Lesson Date(s): 12/8-1/26</p> <p><u>Week 1: 12/8</u></p> <ul style="list-style-type: none"> • Historical foundations/ historical overview of United States (“crash course” of United States history) • Beginning study of arguments <p><u>Week 2: 12/15</u></p> <ul style="list-style-type: none"> • Democracy and the democratic process in the United States • Continued study of arguments <p><u>Week 3: 1/5</u></p> <ul style="list-style-type: none"> • Economic and social justice movements in United States History • Continued study of arguments <p><u>Week 4: 1/12</u></p> <ul style="list-style-type: none"> • Immigrant waves/patterns in United States History • Benefits of immigration in United States/immigrant contributions (arguments) <p><u>Week 5: 1/19</u></p> <ul style="list-style-type: none"> • Immigrant support programs—national and local
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	<ul style="list-style-type: none"> • Continued study of arguments <p><u>Week 6: 1/26</u></p> <ul style="list-style-type: none"> • Completion and presentation of unit projects <p><u>Unit Project:</u> complete an argumentative essay about immigration (5 or more paragraphs) and articulates how historical and/or other information acquired during the unit is beneficial to or impactful for current immigrants to the United States</p> <p><u>Tentative Saturday Field Trip</u> (families welcome)</p> <ul style="list-style-type: none"> - Unit 3: January
<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 3: The Soul of the US</p>
<p>Teacher(s): Gwen Teutsch</p>	<p>Materials & Resources Needed/Used (<i>books, links, supplies, etc.</i>):</p> <ul style="list-style-type: none"> - Keynote - Level 6 text - Making and development of a nation: https://learningenglish.voanews.com/p/6353.html - Early United States (paired texts): https://www.readworks.org/article/Poetry-Against-Slavery/70d62e31-6d82-4598-828d-dd587013aa04#!articleTab:content/contentSection:65174f90-3e62-4d0d-b1fc-f04d01f7b2b1/ - Immigrant resources: https://www.onlinemswprograms.com/resources/support-resources-immigrants-refugees/ - Immigration trends: https://www.pewresearch.org/fact-tank/2020/08/20/key-findings-about-u-s-immigrants/ - Structural barriers/statistics: https://inequality.stanford.edu/publications/20-facts-about-us-inequality-everyone-should-know - Immigration TedTalks: https://www.youtube.com/results?search_query=talk+united+states+immigration

	<ul style="list-style-type: none"> - Purdue Online Writing Lab (OWL): https://owl.purdue.edu - Mapping American Social Movements - Key findings about U.S. immigrants Pew Research Center -
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<p>Lesson Title and Topic(s):</p> <p><u>Unit 4:</u></p> <p><u>Community Culture & Peace:</u></p> <ul style="list-style-type: none"> - <i>Who are some historical/contemporary figures who have worked for peace?</i> - <i>What does peace mean to me, and how can I work toward it?</i> - <i>What are some benefits of restorative community practices?</i> 	<p>Lesson Date(s): 2/2-3/16</p> <p><u>Week 1: 2/2</u></p> <ul style="list-style-type: none"> • Field trip to MFA for Lunar New Year Celebration • Lunar New Year Museum of Fine Arts Boston <p><u>Week 2: 2/9</u></p> <ul style="list-style-type: none"> • Community structures and peace - what community factors contribute to peaceful living? • Historical pathways to peace & Historical and contemporary figures who worked/work for peace <p><u>Week 3: 2/16</u></p> <ul style="list-style-type: none"> • Conflict resolution strategies—micro and macro levels • Introduction to restorative justice • Navigating United States court and criminal justice systems • United States court system and immigrants <p><u>Week 4: 3/2</u></p> <ul style="list-style-type: none"> • Restorative justice <p><u>Week 5: 3/9</u></p> <ul style="list-style-type: none"> • Exploring peaceful ideals through art <p><u>Week 6: 3/16</u></p> <ul style="list-style-type: none"> • Artists who depict peaceful ideals in their work • Public Art as a form of community building • Completion and presentation of unit projects <p><u>Unit Project:</u> Create a presentation (slideshow) exploring a topic related to this unit. You can choose to share about a movement, an influential individual, or an influential group of people.</p>
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	<p><u>Tentative Saturday Field Trip</u></p> <ul style="list-style-type: none"> - Unit 4: Museum of Fine Arts Feb 2nd
<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 4: Community Culture & Peace</p>
<p>Teacher(s): Gwen Teutsch</p>	<p>Materials & Resources Needed/Used (<i>books, links, supplies, etc.</i>):</p> <ul style="list-style-type: none"> - Keynote - Level 6 text - Historical figures and peace: https://www.worldatlas.com/articles/most-revered-leaders-who-promoted-world-peace-and-non-violence.html - Community-based peace: https://www.un.org/en/site-search?query=community+peace - Community-based Approaches to Peacebuilding in Conflict-affected and Fragile Contexts http://dag.un.org/bitstream/handle/11176/401070/United%20Nations%20Community%20Engagement%20Guidelines%20on%20Peacebuilding%20and%20Sustaining%20Peace.pdf - Restorative communities: Communities for Restorative Justice Resource Library — Communities for Restorative Justice - Peaceful resistance (Harvard Gazette): https://news.harvard.edu/gazette/story/2019/02/why-nonviolent-resistance-beats-violent-force-in-effecting-social-political-change/ - Scholarly articles on peaceful engagement: https://carnegieendowment.org/programs/democracy/usdemocracy/ - Malala Yousafzai TedTalks: A message from Malala and https://youtu.be/T00TZkOMLZc and Malala Yousafzai - The right to learning should be given to any child - 7. Restorative justice TedTalks:

	<p>https://www.youtube.com/results?search_query=talk+restorative+justice</p> <ul style="list-style-type: none"> - The success of nonviolent civil resistance: Erica Chenoweth at TEDxBoulder - Peaceful Protests PBS LearningMedia - Students and Civil Disobedience: Lesson Plans and Activities by small stones Medium - Lesson 9: Civil Disobedience - What is the role of civil disobedience today? - PBS NewsHour Classroom - Sustaining Peace through Community Engagement in Peacekeeping Operations1 -  The world needs more civil disobedience, ... - Toolkit for Restoring Justice - Restorative Justice Role Playing Scenarios - Success Data — Communities for Restorative Justice - https://assets.aecf.org/m/resourcedoc/aecf-youthincarcerationinfographic-2021.pdf - States of Incarceration: The Global Context 2021 Prison Policy Initiative -
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<p>Lesson Title and Topic(s):</p> <p><u>Unit 5:</u></p> <p><u>The Planet:</u></p> <ul style="list-style-type: none"> - <i>What do I know/need to know about the Earth?</i> - <i>How am I impacted by climate change?</i> - <i>What does climate and environmental justice look like/mean?</i> - <i>How can I participate in local efforts to reduce the impact of climate change?</i> 	<p>Lesson Date(s): 3/23-5/11</p> <p><u>Week 1: 3/23</u></p> <ul style="list-style-type: none"> • What is Earth • What is climate & climate change <p><u>Week 2: 3/30</u></p> <ul style="list-style-type: none"> • How to talk about climate change <p><u>Week 3: 4/6</u></p> <ul style="list-style-type: none"> • Climate change debates • Writing op-eds <p><u>Week 4: 4/13</u></p> <ul style="list-style-type: none"> • Climate change and the community • Writing op-eds <p><u>Week 5: 4/27</u></p>
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	<ul style="list-style-type: none"> • Disproportionate impacts of climate change on vulnerable populations/ environmental justice • Mitigating climate change and adapting to changing climate <p><u>Week 6: 5/4</u></p> <ul style="list-style-type: none"> • Impact of personal decisions on climate (How do our actions impact the climate? What can we do to make a difference?) • Local climate resilience efforts <p><u>Week 7: 5/11</u></p> <ul style="list-style-type: none"> • Climate art, artists, creative solutions • Completion and presentation of unit projects <p><u>Unit Project:</u> Write and edit an op-ed or choose a climate resilience solution / strategy to research and share with the class</p> <p><u>Tentative Saturday Field Trip</u> (families welcome)</p> <p style="text-align: center;">-</p>
<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 5: The Planet</p>
<p>Teacher(s): Gwen Teutsch</p>	<p>Materials & Resources Needed/Used (<i>books, links, supplies, etc.</i>):</p> <ul style="list-style-type: none"> - Keynote - Level 6 text - Text: All We Can Save The All We Can Save Project - TedTalk (climate change): Ilissa Ocko: The fastest way to slow climate change now TED Countdown - Gaia Hypothesis: Gaia hypothesis and TEDxChemungRiver - Lee Welles - Gaia Theory - Environmental Justice: https://www.learningforjustice.org/classroom-resources/lessons/analyzing-environmental-justice - Sustainability: Everybody can be a sustainability leader Annick Schmeddes TEDxGorinchem

	<ul style="list-style-type: none"> - New York Times Climate Change study resources: Resources for Teaching About Climate Change With The New York Times - Yale climate change resources: Yale Program on Climate Change Communication
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<p>Lesson Title and Topic(s):</p> <p><u>Unit 6:</u></p> <p><u>Capstone Project:</u></p> <ul style="list-style-type: none"> - <i>What have I learned this academic year?</i> - <i>What am I interested in?</i> - <i>How can I study my interests in a meaningful way?</i> - <i>What impact will my studies have on me and the world around me?</i> 	<p>Lesson Date(s): 5/18-6/15</p> <p><u>Week 1: 5/18</u></p> <ul style="list-style-type: none"> • Project guidelines/ expectations/ timeline • Explore interests and determine/finalize a topic for Capstone Project • Determine why selected topic is relevant and meaningful (rationale) • Begin thinking about project format (will vary based on learner) <p><u>Week 2: 5/25</u></p> <ul style="list-style-type: none"> • Determine/finalize format for Capstone Project (will vary based on learner) • Citing sources/working bibliography— applies to all learners regardless of format chosen • Identifying community resources/support for Capstone Project <p><u>Week 3: 6/1</u></p> <ul style="list-style-type: none"> • Finalizing project work <p><u>Week 4: 6/8</u></p> <ul style="list-style-type: none"> • Finalizing project work <p><u>Week 5: 6/15</u></p> <ul style="list-style-type: none"> • Class-based presentations of Capstone Projects (sharing work with peers)
<p>Class Level: Level 6</p>	<p>Unit # and Title: Unit 6: Capstone Project</p>

Teacher(s): Gwen Teutsch

Materials & Resources Needed/Used (*books, links, supplies, etc.*):

- Capstone Projects Defined:
[Capstone Project Definition](#)
- Capstone Project support:
<https://blog.collegevine.com/what-is-a-capstone-project-in-high-school/>
<https://papersowl.com/blog/best-capstone-project-topic-ideas>
<https://peachyessay.com/blogs/capstone-project-ideas/>
[Capstone Project Definition](#)
- Research skills:
[Writing a Research Paper](#)
- Purdue Online Writing Lab (OWL):
<https://owl.purdue.edu/>