

# REEP ESL Curriculum for Adults

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## FINAL REFLECTIONS UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 200/250

**NOTE TO TEACHERS:** *This unit should be covered during the last 1-2 weeks of an instructional cycle. The unit provides objectives, resources, and activity ideas to help students reflect on what they have learned, plan for continued learning, and provide feedback on their learning experience.*

### UNIT GOAL:

Students will demonstrate their ability to use level appropriate language skills to reflect on their learning and learning experience.

### LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Reflect on learning and self-assess progress.
2. Identify strategies and goals for continued learning.
3. Evaluate class and program.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Reflect on learning and self-assess progress.	Identify skills: I learned how to... I couldn't...before, but now I can. Spelling is easier for me now. My English is better than before. I am not scared to speak English anymore. I met students from many different countries. I remember my first day of class...	<b>Activities:</b> Review class needs assessment and brainstorm what students have learned.  <a href="#">Achievement Charts;</a> <a href="#">Compositions;</a> <a href="#">Learner Generated Questionnaires;</a> <a href="#">Student Satisfaction Survey</a>  Compare pre and post assessment (e.g. writing samples) <a href="#">Initial Technology Skills Assessment.</a> Edit earlier writing.	<b>Structures:</b> Past tense Modals Comparatives Brainstorm and review structures learned  <b>Extensions:</b> Vocabulary review (OPD, brainstorming, bingo, word maps) A project bringing many skills together (e.g. write recipes, plan and go on a field trip, plan party)
2. Identify strategies and goals for continued learning.	Express ability: I can... I can't... I need help with...	<i>Stand Out 2</i> , Unit 8; <i>Teaching How to Learn</i>	<b>Structures:</b> Simple Present Future with going to Modals

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	<p>I am going to... I should... I will look for English books, cassettes, and videos at the library. I will read to my children. I can speak English with my co-workers. I can practice English on the Internet. I should e-mail my classmates over the break.</p>	<p><b>Activities:</b> <a href="#">ESL Study Plan for Break</a> (idea can be adapted for lower levels)  Explore ways to use the Internet to practice English  <a href="#">Library</a> field trip Review textbook and look at textbook(s) for next level(s).  Discuss <a href="#">Learner Goals</a></p>	<p><b>Extensions:</b> <a href="#">Field Trips</a>  Additional reading not related to units (culture, folktales) Presentations about students' countries</p>
<p>3. Evaluate class and program.</p>	<p>Express opinion: I liked... I didn't like... We need more... Conversation with a volunteer helps my English a lot. I need a little more grammar. I like the book, but the instructions are confusing. I still don't know how to spell. I filled out a job application/made a doctor appointment by myself!</p>	<p><a href="#">Four Corners</a>  <a href="#">My Favorite Lessons</a>  <a href="#">Student Satisfaction Survey</a>  <a href="#">Learner Generated Satisfaction Survey</a>  Class Survey (See <a href="#">student satisfaction survey</a>, English or Spanish)  <a href="#">Activity Assessment Form</a></p>	<p><b>Structures:</b> Past tense Negative forms Modals  <b>Extension:</b> Write a letter to the school or director with feedback about the class and program.</p>

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