



**LA AMISTAD**  
**ESL**

# **Volunteer Handbook**

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Welcome!

Welcome Teachers!

Thank you for volunteering with LaAmistad English for Successful Living. The hours you contribute to this program play a critical role in giving those new to the U.S., Georgia, and our communities the opportunity to speak, read, write and listen to English with fluency and comprehension.

This teacher handbook will give an overview of the program as well as some teaching strategies and ideas to enhance the lessons presented in class. The lesson plans provided in the Teachers Editions and course outlines serve as a guide for timely and successful delivery of ESL courses. Instructors have the autonomy to teach in accordance to individual teaching styles and students' need. Note that actual course outlines and lesson plans are not included in this document but will be received prior to starting the session.

Keep the Handbook to refer to as needed. Notice of periodic changes based on students and program need will be provided when possible. At LaAmistad ESL, we can only be successful because of the dedication and support of our ESL volunteers.

Thank you,

LaAmistad English for Successful Living Administration

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## LaAmistad Overview and Programs

**Our Vision** is that Latino students and families achieve life-long self-sufficiency.

**Our Mission** is to prepare Latino students and families for success through academic and life enrichment programs.

### Core Values

*Kindness:* "The ability to speak with love, listen with patience and act with compassion.

*Excellence:* "Every touch, every time, no exceptions."

*Passion:* "You can't fake passion."

*Team Work:* "Alone we can do so little; together we can do so much"

*Perseverance:* "Grit, the raw endurance, hard work and passion that keeps you going despite obstacles."

### History of LaAmistad, Inc.

In the spring of 2001, Bill Maness served as the Recreation Director at the Gym at Peachtree in Atlanta, Georgia. Each day he noticed that a group of Latino students arrived by bus across the street from Peachtree Presbyterian Church. These students were from families where there was limited English proficiency. With parents unable to provide needed support, completing daily homework was a nearly impossible task for the students. Soon, Bill formally began an afterschool outreach to these students and their families, and LaAmistad was born. The program consisted of daily structured homework & tutoring time for students; daily recreation was well as frequent opportunities for cultural and civic engagement with the community at large. He recognized that in order for the students to be successful in their communities, they needed to embrace, interact and feel confident in themselves.

In 2004, LaAmistad won the prestigious Atlanta Public Schools A+ Community Achievement Award. By 2005, LaAmistad had doubled in size and was comprised of 60 students from three different schools in the immediate area. The year of 2006 was a momentous one in LaAmistad's history as it obtained its IRS 501c3 designation.

In 2009, LaAmistad became a 2<sup>nd</sup> time Atlanta Public Schools A+ Mentoring Award winner. APS commended LaAmistad for being an organization that determined each student's individual needs to customize the development of one-to-one relationships between students and adults. LaAmistad

was also commended for providing a safe, caring, and supportive environment for mentor relationships to be fostered.

In 2011, LaAmistad broadened its horizons once again by merging with English for Successful Living, Inc. For the last decade, English for Successful Living has hosted the largest community-based adult ESL program in Georgia. In 2012, Cat McAfee was named Executive Director of the organization.

Since 2013, LaAmistad ventured into new territory: replication. The need for LaAmistad had grown beyond the doors of Peachtree Presbyterian and LaAmistad currently operates 12 afterschool locations serving Atlanta Public Schools, DeKalb County Schools, Cobb County Schools and Fulton County Schools. Please visit our website at [www.laamistadinc.org](http://www.laamistadinc.org) for the most up to date information on our current site locations.

Today, LaAmistad has grown into a dynamic program that now facilitates tutoring four days per week along with reading and math enrichment, preschool education, one-on-one tutoring opportunities, summer academies, mentoring, and sports programs for students in grades 1-12.

## **LaAmistad Animate Summer Academy**

Each summer, LaAmistad, The Westminster Schools, St. Martin's Episcopal School, and Peachtree Presbyterian Church partner together to help continue the academic success of LaAmistad students through LaAmistad's Animate Summer Academy. LaAmistad students are highly encouraged to attend this camp, and their siblings are also invited to fill the remaining slots. Campers spend the majority of the day immersed in academic subject areas such as language arts, reading, and math. Students also are able to participate in more traditional summer camp activities like swimming, a variety of sports, and taking part in arts and crafts projects. By making these recreational activities available to students who are normally economically deprived of these experiences, it allows them to experience the same activities that their more affluent classmates experience, thus building confidence and a sense of belonging.

## **Parent Partnership**

Through the Parent Partnership program, LaAmistad provides parents with the resources they need to better support their family and community. LaAmistad hosts parent education workshops throughout the year on topics ranging from immigration to finances to mental health. These workshops help to strengthen, revitalize, and equip first-generation families to thrive while building and maintaining healthy family relationships.

## **LaAmistad Internship Program**

This program provides real world experience to high school and college students who are interested in nonprofit work, serving the Latino community, and/or education.

## **Why Intern with LaAmistad?**

- Receive training from LaAmistad's Executive Director and other executive staff
- Gain experience in a variety of areas including fundraising, ESL/TESOL teaching experience, volunteer management, grant writing, translation (when applicable), curriculum design, public relations, and social media
- Flexibility to select projects of interest

“Working for LaAmistad has been helpful and instructive. I have learned new skills and have also had a lot of fun. I completed about 280 hours over the summer and feel like I made a positive impact in the community.”

## **Compañeros Giving Society**

The Compañeros Giving Society is LaAmistad’s monthly giving program. Volunteers are especially encouraged to participate in this program as a way to amplify their impact on LaAmistad’s students and families. Monthly giving of all amounts gives LaAmistad a reliable stream of support and allows flexibility in meeting the community’s needs.

One-time or monthly gifts can be made by visiting [laamistadinc.org/donate](http://laamistadinc.org/donate). LaAmistad is profoundly grateful for the tremendous impact volunteers have on the organization and the students and families it serves.

## **Circle of Friends Society**

The Circle of Friends Society, established in 2018, is a special opportunity for donors to make annual gifts that support the mission of LaAmistad. Members of this exclusive giving society support our work at a leadership-level of \$2500 or more. These individuals set an example of generosity and are dedicated to changing the lives of Latino families in the Atlanta community.

Circle of Friends Society members can enjoy the following benefits with their generous donation:

- Quarterly insider updates from our Executive Director, Cat McAfee – called “Cat Chats”
- Two tickets to the annual LaAmistad Gala
- An exclusive invite to our annual Circle of Friends Party

## **Volunteer Protocol and Policies**

### **Discrimination and Harassment Policies**

LaAmistad is committed to compliance with all applicable laws, including laws relating to discrimination. As such, the Organization expressly prohibits discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, genetic information, or any other status or classification protected by applicable law. While the Organization’s Anti-Discrimination Policy primarily focuses on employment discrimination, the Organization also prohibits all forms of unlawful discrimination in public accommodations, as applicable, and all other forms of unlawful discrimination, including discrimination against or directed toward volunteers. As part of this Policy, all volunteers, employees and other individuals are prohibited from engaging in unlawful discrimination or other inappropriate or unprofessional conduct on the Organization’s premises, while attending Organization-sponsored events, and/or while performing services for or on behalf of the Organization.

Individuals who have questions regarding the Organization’s commitment to preventing discrimination may consult with the Executive Director. Any applicant, employee or volunteer who believes he/she has been subjected to any discrimination or who becomes aware of any

discrimination or potential discrimination on Organization premises, at an Organization-sponsored event, or while performing services for the Organization may report such conduct through the Organization's Open Door & Complaint Procedures policy discussed below.

## **Anti-Harassment Policy**

The Organization is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the Organization expects that all relationships among persons in the workplace will be professional and free of bias, prejudice and harassment.

Any and all harassment based on an individual's race, color, sex, age (over 40), national origin, religion, disability, sexual orientation, or any other characteristic protected under federal, state, or local law is expressly forbidden by the Organization.

Harassing conduct includes, but is not limited to, epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; and/or denigrating jokes, when such conduct is based on any legally protected characteristic or status, such as sex, age, race, etc. Harassing conduct may also include the display or circulation in the workplace (including through e-mail) of written or graphic material that denigrates, contains sexual content or shows hostility or aversion toward an individual or group and/or: has the purpose or effect of creating an intimidating, hostile or offensive work environment; has the purpose or effect of unreasonably interfering with an individual's work performance; or otherwise adversely affects an individual's employment opportunities.

Harassment may include explicitly sexual propositions, sexual innuendo, suggestive comments, sexually-oriented jokes, practical jokes, "kidding" or "teasing," foul or obscene language or gestures, displays of foul words or obscene printed or visual material, and unwelcome physical contact, such as patting, pinching, or pushing against another's body. Sexual harassment may involve individuals of the same or different gender and may be unlawful regardless of the gender or sexual orientation of the harasser and/or the victim.

This policy applies to all applicants, employees, volunteers and others present in the workplace and/or at Organization functions or events, and prohibits harassment, discrimination and retaliation whether engaged in by an Organization employee, or by an outside vendor, consultant, client, or volunteer. Harassment is unacceptable on Organization premises and in any work-related setting outside the Organization's premises, such as during Organization trips, meetings and Organization-related social events.

The Organization strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. If you have experienced or witnessed conduct that you believe is contrary to the Organization's policies or have concerns about such matters, you should report your complaints to the Executive Director as soon as possible. The Organization's complaint procedures are detailed in the Open Door & Complaint Procedures policy below.

All complaints of harassment will receive prompt attention. It is the Organization's policy to investigate all such complaints thoroughly, promptly, impartially, and, to the extent reasonably possible, on a confidential basis. If such an investigation reveals that the complaint is valid, the Organization will administer disciplinary and other corrective action as appropriate to stop the



harassment and prevent its recurrence. Such disciplinary action shall include any corrective action deemed necessary, up to and including immediate termination of employment for any employees who engage in inappropriate behavior and, for volunteers, discontinuation of the volunteer's services with the Organization and/or ban from the Organization's premises and events. Discipline and other corrective action shall be based on the severity of the conduct.

### **Reasonable Accommodations**

It is the Organization's policy to comply with all applicable laws regarding the provision of reasonable accommodations on the basis of disability (including pregnancy or other temporary disability), religion and/or other applicable bases. Requests for accommodation should be directed to the Executive Director.

Individuals requesting accommodation may be asked to provide additional information and/or supporting documentation regarding the request, including supporting medical documentation if the request is due to a medical condition. The Organization will engage in an interactive process and determine the reasonableness of an accommodation and any undue hardship on a case-by-case basis, in compliance with applicable law.

### **Open-Door Policy & Complaint Procedures**

The Organization wants to see that all employees and volunteers are treated fairly. Volunteers who believe that they have been subjected to or have observed discrimination, harassment or other inappropriate conduct on Organization premises or in connection with any Organization services, program or event should bring their concerns to the Executive Director. In most cases, the individual should present the complaint to the Executive Director in writing, with the nature of the grievance clearly outlined. If the issue involves actual or possible discrimination or harassment, or otherwise requires immediate attention, the volunteer (or other individual) should verbally notify the Executive Director of the issue immediately and follow-up later with a more detailed written complaint.

The Executive Director will investigate the complaint and notify the individual, in writing, of his/her decision within a reasonable amount of time. If the complaint is still not resolved, the complaint may be forwarded to the Board Chairman for final review. If the individual is not comfortable speaking with the Executive Director, he/she may speak directly with and/or submit a written complaint to the Chairman or anyone in management that the individual is comfortable approaching. Individuals should report complaints as soon as practicable after an issue occurs so that the Organization can promptly address the issue. The Executive Director or other member of management receiving the complaint should investigate and respond to the complaint in a timely manner.

If the complaint is not resolved by the Executive Director within a reasonable time frame, or if the individual who raised the complaint disagrees with the Executive Director's solution, the individual may appeal directly to the Board Chairman.

These procedures may be used for any volunteer-related concern, including, but not limited to, complaints or concerns regarding discrimination, harassment, or other inappropriate conduct. Consistent with the Organization's strict policy prohibiting retaliation, no individual will be punished or retaliated against in any manner for making a good faith report of discrimination or harassment, opposing harassment or discrimination, participating in an investigation of harassment or discrimination, or engaging in any other legally protected conduct.

## **Whistleblower Policy**

Ensuring that staff, board members, policies and procedures are compliant with legal and regulatory requirements is a must at the Organization. The Organization requires directors, officers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. This includes compliance with all applicable laws and regulations, contracts, and with any code of ethics of his/her respective professional association.

Volunteers who believe there has been a violation of applicable law and/or Organization policy should report such violation to the Organization. Such issues should initially be reported, in writing, to the Executive Director. However, if the volunteer is not comfortable speaking with the Executive Director or is not satisfied with the Executive Director's response, they are encouraged to speak with the Board Chairman or anyone in management they are comfortable approaching. Managers, coordinators and supervisors are required, as part of their obligations as employees of the Organization, to report any suspected violations of the Organization's governing laws and regulations or breaches of professional codes of ethics to the Executive Director.

The Executive Director is responsible for investigating such complaints and will report his/her findings to the Board Chairman, who is responsible for resolving violations or acts of misconduct. In the event that a complaint involves the Board Chairman, the Executive Director shall report his/her findings to the Associate Director or Board of Directors.

For suspected fraud, or when the individual raising a complaint is not satisfied or is uncomfortable with the willingness of the Executive Director to address such concerns, individuals should contact the Board Chairman.

Nothing in this policy prohibits employees or volunteers from reporting possible violations of federal, state, or local law or regulation to any government agency or making other disclosures that are protected under the whistleblower provisions of federal, state, or local law or regulation. While all employees and volunteers are encouraged to bring any such possible violation to the Organization's attention, individuals do not need the prior authorization of LaAmistad to make such reports or disclosures to these entities, in accordance with applicable law.

### **No Retaliation**

LaAmistad strictly prohibits any form of retaliation against an individual for reporting harassment or discrimination in good faith, for opposing harassment or discrimination, for participating in an investigation of a claim of harassment or discrimination, or for engaging in any other conduct. Retaliation is a serious violation of the Organization's policies and will be investigated and will subject any violator to disciplinary action, including possible termination of employment or volunteer services, as applicable.

Any volunteer who believes he/she has been subjected to retaliation should immediately report the conduct to the Executive Director. All reports of retaliation will be investigated fully and promptly, and, to the extent reasonably possible, on a confidential basis.

### **Acting in Good Faith**

Anyone reporting a violation or suspected violation of the Anti-Discrimination Policy, Anti-Harassment Policy, Whistleblower Policy, No Retaliation Policy or other Organization policy must act in good faith and have reasonable grounds for believing the information disclosed indicates a

violation of policies and procedures or applicable law. Individuals who make allegations maliciously and/or who know such allegations to be false when made may be subjected to discipline, consistent with the Organization's policies and applicable law.

### **Anonymous/Confidential Complaints**

Violations or suspected violations of the law and/or Organization policies may be submitted on a confidential basis by the complainant or may be submitted anonymously through the Organization's Open Door & Complaint Procedures. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. However, it may not be possible to keep a report of a suspected violation or the identity of the reporting party confidential in all cases.

### **Volunteer Relationship**

A volunteer is anyone who provides time and talent to LaAmistad through work in any of our available afterschool programs or related programs and activities. We thank you, and all volunteers, for the personal investment you make in our organization and its mission. We strive to provide support, supervision, and recognition to our volunteers.

As a volunteer you have the right to:

- Be assigned appropriate tasks according to ability, skill, interests, availability and training
- Receive training and supervision for the tasks accepted
- Receive a job description for your assignment when appropriate
- Be treated as a fellow team member who contributes to LaAmistad's goals through your volunteer work
- Make suggestions about your assignment and the LaAmistad volunteer program, and be acknowledged by staff
- Expect that LaAmistad be a good steward of your time
- Be given appropriate expressions of appreciation and recognition
- Be trusted with confidential information if needed to help carry out assignments
- Expect that records will be kept; documenting service hours and areas of interest
- Be treated with a spirit of friendliness and cooperation so that LaAmistad will continue to be known as a "great place to volunteer"
- A safe and inviting environment to work in that is free of harassment and discrimination

LaAmistad expects volunteers to:

- Understand your duties and minimize distractions
- Cooperate with staff and your fellow volunteers
- Voice your opinions and contribute your suggestions to improve LaAmistad's work
- Sign in and out each time you arrive for a work assignment
- Be on time for scheduled meetings and work assignments
- Honor your commitment and come when scheduled
- Treat all volunteers, staff, and parents and students with respect

## **Social Media**

LaAmistad encourages volunteers to actively use social media to promote the mission of LaAmistad and help to recruit more volunteers. However, the following guidelines are meant to assist LaAmistad volunteers in using social media in an effective and responsible manner

1. Always keep in mind your association with LaAmistad, use good judgment and make sure your profile settings and content are consistent with how you wish to represent yourself personally and professionally.
2. Volunteers are allowed to associate themselves with LaAmistad when posting on social media but must clearly brand their online posts as personal and purely their own.
3. LaAmistad reserves the right to edit or delete any misleading or inaccurate content.
4. To submit information to be displayed in our social media, please send to [socialmedia@laamistadinc.org](mailto:socialmedia@laamistadinc.org).
5. Subscribe to the following sites:  
Facebook: LaAmistad, Inc.  
Twitter: @LaAmistadInc  
Instagram: laamistadinc  
Hashtags: #laamistad #laamistadtbtt #atlheroes #laamistadanimate #laamistadesl #laamistadafterschool #laamistadgala #laamistadconference #learnleadlaamistad

## **Diversity and Inclusion**

Diversity and inclusion practices at LaAmistad foster a high-performing learning environment where staff and volunteers are engaged, valued and encouraged to collaborate, generate ideas and contribute at the highest level. We are passionate about our mission and know that our ability to achieve it begins with reflecting and partnering with all people and communities.

## **Recruitment**

LaAmistad will use appropriate means to advertise for volunteers locally that take into account the mission and vision of the organization. A prospective volunteer will have to complete an application form, but help can be given with this if necessary. LaAmistad seeks to recruit volunteers from a diverse range of backgrounds that reflects the makeup of the local community.

## **Screening**

All volunteers, age 19 and over, will be required to provide consent for a criminal background check screening prior to placement in any volunteer capacity. Screening takes place before the volunteer begins his or her work with our program. Previous volunteers are screened a minimum of every three years.

## **Disqualification**

If LaAmistad returns information on a prospective or current volunteer that indicates criminal history, LaAmistad Executive Director will first work to verify that the results match the prospective volunteer.

If the match is likely, LaAmistad will make a determination of participation on a case-by-case basis. The decision will include consideration of a number of factors, including, but not limited to, prior disclosure, type of offense and context of offense. **If the prospective volunteer is a registered sex offender or fails the background check, volunteer is disqualified from *all* volunteer activities.**

## **Acceptance and Appointment of Volunteers**

Service as a screened volunteer with the organization shall begin with an official notification of acceptance or appointment to a volunteer position. Notice may only be given by an authorized staff member of LaAmistad, who will normally be the Site Director. No volunteers shall begin performance of any position until they have been officially accepted for that position and have completed all necessary screening and paperwork. At the time of final acceptance, each volunteer shall receive a copy of the Volunteer Handbook.

## **Volunteer Training**

Volunteers receive training as part of their service with LaAmistad. All volunteers must complete an orientation, site specific training, and participate in continuing education workshops. The training details the skills and knowledge necessary to perform their volunteer assignment. Our ESL Director & Instructional Coach are available for additional training, please [CLICK HERE](#) to sign up for your ESL orientation and shadowing sessions.

**Volunteer Orientation** provides an overview of LaAmistad, its mission, history and goals. Each volunteer is required to participate in a scheduled orientation within the first month of beginning their service. The orientation is designed to provide a framework of volunteering.

## **Resignation**

A volunteer may resign from her or his position at any time. Written notification to a LaAmistad staff member is encouraged.

## **Evaluation**

Volunteers receive periodic evaluations, as needed, to review their performance. The evaluations allow for a volunteer and supervisor to suggest changes, seek suggestions and enhance the relationship between the volunteer, staff, and LaAmistad. The evaluation is both a discussion period and supervision and should establish an open line of communication.

## **Feedback**

LaAmistad encourages volunteers to make suggestions, voice concerns and give ideas about how the organization fulfills its mission to the community. We are always looking for new ideas so if you have any ideas to share, please speak with designated staff members.

## **Recognition**

LaAmistad and its staff sponsor recognition events for volunteers to highlight the contributions of volunteers to the organization. Continuing recognition of volunteers is vital and will occur throughout the year.

## **Voluntarism At-Will**

LaAmistad has an at-will relationship with each volunteer. A volunteer may resign from her or his position at any time, just as LaAmistad is free to terminate a volunteer for any reason at any time.

## **Corrective Action**

Corrective action may be taken if the volunteer's work is unsatisfactory. Corrective action is within the discretion of the Site Director or the Executive Director and may include:

- Additional supervision
- Reassignment
- Retraining with possible suspension
- Referral to another volunteer position
- Dismissal from the LaAmistad program
- 

## **Volunteer Dismissal**

Volunteers who do not adhere to the policies and procedures of the program or who fail to satisfactorily perform their volunteer assignment are subject to dismissal. Dismissal is within the discretion of the site director or Executive Director.

Grounds for dismissal may include, but are not limited to:

- Violation of program policies and procedures, court rules or law
- Gross misconduct or insubordination
- Being under the influence of alcohol or drugs while performing volunteer duties
- Theft of property or misuse of program equipment or materials
- Mistreatment or inappropriate conduct toward students, families, co-workers or community partners personnel
- Taking action without program or court approval that endangers the student or is outside the role or powers of the program
- Failure to complete the required initial or ongoing training
- Breach of confidentiality
- Failure to satisfactorily perform assigned duties
- Conflict of interest which cannot be resolved
- Falsification of application materials or misrepresentation of facts during the screening process
- Criminal activities
- Existence of student abuse or neglect allegations

## **Smoking/Drug-Free Environment**

LaAmistad intends to provide a safe and healthy environment. Smoking is prohibited at all times. LaAmistad provides a drug-free, healthy and safe environment. While on church premises and while conducting LaAmistad related activities off LaAmistad premises and participating at community sites, a volunteer may not use, possess, distribute, sell or be under the influence of alcohol or illegal drugs. Occasionally, LaAmistad may sponsor events where alcohol is served. In such situations, volunteers who consume alcohol are expected to act in a responsible manner.

The legal use of prescribed drugs is permitted during volunteer service only if it does not impair a volunteer's ability to perform the essential function of the volunteer position effectively in a safe manner that does not endanger other individuals in the workplace. Volunteers must advise their supervisor if they are taking any prescription or over-the-counter drug which could adversely affect safety or performance.

## **Confidentiality**

All information concerning students, parents, volunteers, staff, financial data, and business records of LaAmistad is confidential. Information that is sensitive in nature should not be disclosed or discussed with anyone without written authorization.

## **LaAmistad Online Teaching Guide**

### **Teacher guidelines**

- Review and become familiar with [LaAmistad program policy](#) for students.
- Sign up for Remind communication
- Prepare students for all unit tests for the course and notify [jthornhill@laamistadinc.org](mailto:jthornhill@laamistadinc.org) when test needs to be distributed
- Review and correct unit tests prior to next class. Notify [jthornhill@laamistad.org](mailto:jthornhill@laamistad.org) when tests are correct so grades can be sent to students
- Complete units 1-5 (course A) or 6-10 (course B) of the Ventures coursebook and three (3) units of the Passages coursebook
- Prepare students for final exam by covering units 1-5 or 6-10 of the Ventures coursebook
- Prepare students for presentation project (oral assessment)
- Prepare student for progression to next course. Students should achieve 75%
- Sign in to Zoom at least 10 minutes before the start of your class so we can confirm links are working for students.
- At the end of each class taught, email [jthornhill@laamistadinc.org](mailto:jthornhill@laamistadinc.org), and [breeves@laamistadinc.org](mailto:breeves@laamistadinc.org) and your co-teacher. Include: 1) student attendance 2) summary

of what was accomplished 3) plan for next class 4) any pertinent class observations or concerns After each class and within 24 hours, send email to co-teacher

- The Advanced course is a pilot. Teachers should provide feedback in the class debrief email of what was covered.

## Course Pacing Guides by Level

Download the pacing guide for your level. The Ventures course A covers units 1-5, course B covers units 6-10.

It is important that you complete the curriculum by the end of the session and help prepare students for the final test and project presentation.

If you are pacing quickly, please look for opportunities to incorporate more speaking, conversation, and use the extension topics in the course teacher edition.

	TEACH UNITS	FILE DOWNLOAD
<b>Basic</b>	A: 1-5	<a href="https://bit.ly/2liVBbv">https://bit.ly/2liVBbv</a> (updated for Spr 21)
	B: 6-10	<a href="https://bit.ly/36RFAUa">https://bit.ly/36RFAUa</a> (updated for Spr 21)
<b>Level 1</b>	A: 1-5	<a href="https://bit.ly/3c9b7mW">https://bit.ly/3c9b7mW</a> (updated for Spr 21)
	B: 6-10	<a href="https://bit.ly/2LS8Kue">https://bit.ly/2LS8Kue</a>
<b>Level 2</b>	A: 1-5	<a href="https://bit.ly/3ccijyV">https://bit.ly/3ccijyV</a> (updated for Spr 21)
	B: 6-10	<a href="https://bit.ly/3ogKrDc">https://bit.ly/3ogKrDc</a> (updated for Spr 21)
<b>Level 3</b>	A: 1-5	<a href="https://bit.ly/3qKqRkr">https://bit.ly/3qKqRkr</a> (updated for Summer 21)
	B: 6-10	<a href="https://bit.ly/2MjIQ2k">https://bit.ly/2MjIQ2k</a> (updated for Spr 21)
<b>Level 4</b>	A: 1-5	<a href="https://bit.ly/39dNbNA">https://bit.ly/39dNbNA</a> (updated for Spr 21)
	B: 6-10	<a href="https://bit.ly/399WjT6">https://bit.ly/399WjT6</a> (updated for Spr 21)
<b>Passages 1</b>	A: 1-3	<a href="https://bit.ly/36PJ1dR">https://bit.ly/36PJ1dR</a>
	B: 4-6	<a href="https://bit.ly/2YiX1qY">https://bit.ly/2YiX1qY</a>
	<b>Combo</b>	<a href="https://bit.ly/32weXAx">https://bit.ly/32weXAx</a>



	TEACH UNITS	FILE DOWNLOAD
Passages 2	A: 1-3 B: 4-6	<a href="https://bit.ly/30Sxw1q">https://bit.ly/30Sxw1q</a> <a href="https://bit.ly/3cl23vB">https://bit.ly/3cl23vB</a>

## Instructional Materials

### Ventures (Basic – Level 4)

You will need access **three** different Cambridge University Press (CUP) websites in order to access the instructional materials for Ventures English language learning series (Basic, Level 1, Level 2, Level 3, Level 4)

1. **Cambridge e-Source**. At this site <https://esource.cambridge.org/login> you will find links to download:
  - a. *(Presentation Plus) Student Book*
  - b. *Teacher's Edition (PDF)*
  - c. *Assessment tests*
  - d. *Audio files*

For instructions, follow this link to access the e-Source help aid <https://bit.ly/3nsXtOZ>

2. **Cambridge LMS**. At this site <https://www.cambridgelms.org/main/p/splash> you can access the e-workbook to view the workbook lessons and exercises. Note: the workbook is not available in Presentation Plus. Students have a hard copy of the workbook. Homework / home practice can be assigned.

For instructions to access the e-workbook, refer to the Appendix

3. **Cambridge Ventures resources**. For more teaching resources follow this link to the main Ventures resources page [www.cambridge.org/ventures/resources](http://www.cambridge.org/ventures/resources)

### Ventures Access Codes

Ventures course book materials (by level) are located at the Cambridge e-Source website <https://esource.cambridge.org/login>

Level	Product Code	Student Book 3ed cover
Basic	VENTURES0-RABBIT-BOSTON-VILLAGE	 The cover of the 'Ventures Basic' student book features a man with short dark hair and a beard, wearing a brown leather jacket over a dark blue shirt. He is standing in front of a yellow background with a circular inset showing a city scene. The text 'Cambridge' is at the top left, 'Ventures Basic' is in large white letters, and 'WJQA' is in a yellow box at the top right. At the bottom, it lists 'Cambridge University Press' and 'English for Speakers of Other Languages'.
Level 1	VENTURES1-DONKEY-CHICAGO-MEADOW	 The cover of the 'Ventures 1' student book features a man with short dark hair and a beard, wearing a dark blue shirt. He is standing in front of a red background with a circular inset showing a city scene. The text 'Cambridge' is at the top left, 'Ventures 1' is in large white letters, and 'WJQA' is in a yellow box at the top right. At the bottom, it lists 'Cambridge University Press' and 'English for Speakers of Other Languages'.
Level 2	VENTURES2-TURTLE-PORTLAND-PAVEMENT	 The cover of the 'Ventures 2' student book features a woman with short dark hair, wearing a white chef's coat. She is standing in front of a blue background with a circular inset showing a city scene. The text 'Cambridge' is at the top left, 'Ventures 2' is in large white letters, and 'WJQA' is in a yellow box at the top right. At the bottom, it lists 'Cambridge University Press' and 'English for Speakers of Other Languages'.
Level 3	VENTURES3-SPIDER-TACOMA-BUILDING	 The cover of the 'Ventures 3' student book features a man with short dark hair, wearing a white shirt and a blue apron. He is standing in front of a green background with a circular inset showing a city scene. The text 'Cambridge' is at the top left, 'Ventures 3' is in large white letters, and 'WJQA' is in a yellow box at the top right. At the bottom, it lists 'Cambridge University Press' and 'English for Speakers of Other Languages'.
Level 4	VENTURES4-CHICKEN-HOUSTON-WINDOW	 The cover of the 'Ventures 4' student book features a woman with long dark hair, wearing a pink and white striped shirt. She is standing in front of a purple background with a circular inset showing a city scene. The text 'Cambridge' is at the top left, 'Ventures 4' is in large white letters, and 'WJQA' is in a yellow box at the top right. At the bottom, it lists 'Cambridge University Press' and 'English for Speakers of Other Languages'.

## Passages (Advanced Level 1 & 2)

You will need to register at two different Cambridge University Press (CUP) websites in order to access the instructional materials for Passages English language learning series (Level 1 and Level 2)

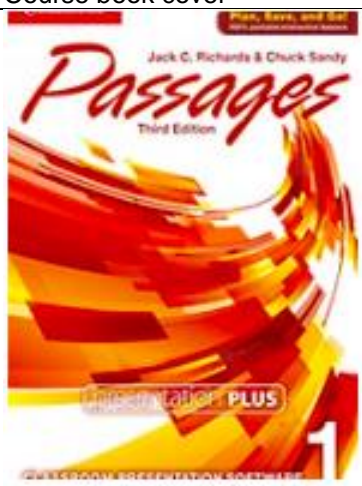
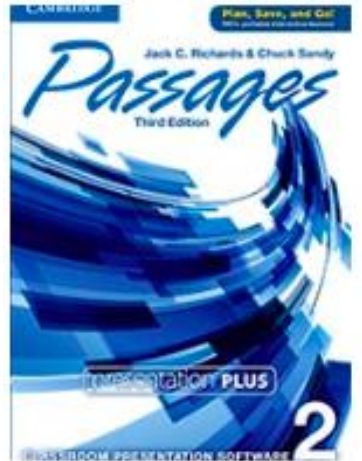
1. **Cambridge e-Source**. At this site <https://esource.cambridge.org/login> you will find links to download: (Presentation Plus) Student Book

*For instructions, follow this link to access the e-Source help aid <https://bit.ly/3ls62ri>*

2. **Cambridge Passages resources**. At this site <https://bit.ly/3nmMPZK> you will find links to download:
  - a. Teacher's edition (PDF)
    - i. Workbook answer key starts on page 308 (T180)
  - b. Video files
  - c. Audio files (you can also access audio files at this site <http://www.cambridge.org/us/esl/passages3/audio/> )
  - d. Assessment tests
  - e. Oral assessment test questions

## Passages Access Codes

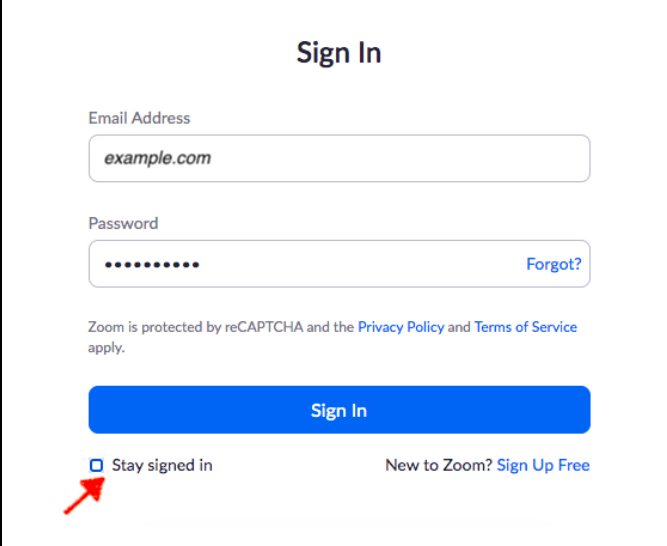
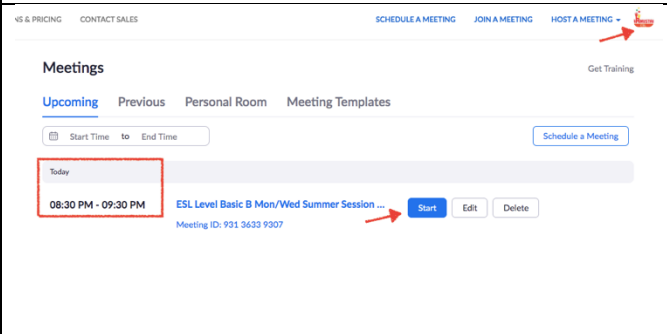
Passages course book materials (by level) are located at the Cambridge e-Source website  
<https://esource.cambridge.org/login>

Level	Product Code	Course book cover
1	For PC: <b>Ux5qBuEA5tZ</b> For Mac: <b>P1-DRIVE-HOUSE-TIMER-DINER</b>	 The cover of the Passages Third Edition Level 1 course book. It features a vibrant, abstract design with orange and yellow streaks. The title 'Passages' is written in a large, stylized red font. Below it, 'Third Edition' is written in a smaller font. At the top right, a small yellow box says 'Plan, Save, and Sell with presentation software'. At the bottom right, a large white number '1' is visible. The authors' names, Jack C. Richards & Chuck Sandy, are at the top.
2	For PC: <b>dVuWsVDAnis</b> For Mac: <b>P2-PLUMP-ANGEL-STORE-OWNER</b>	 The cover of the Passages Third Edition Level 2 course book. It features a vibrant, abstract design with blue and white streaks. The title 'Passages' is written in a large, stylized blue font. Below it, 'Third Edition' is written in a smaller font. At the top right, a small yellow box says 'Plan, Save, and Sell with presentation software'. At the bottom right, a large white number '2' is visible. The authors' names, Jack C. Richards & Chuck Sandy, are at the top.

## How to Start your ZOOM Virtual Class Meeting

Sign in to Zoom and start class meeting at least **10 minutes before** the scheduled class start time.

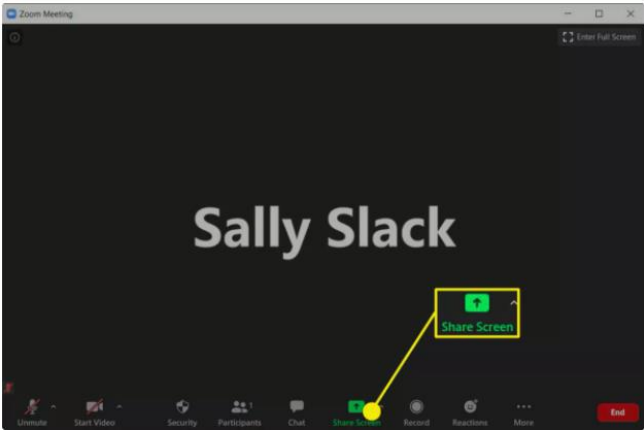
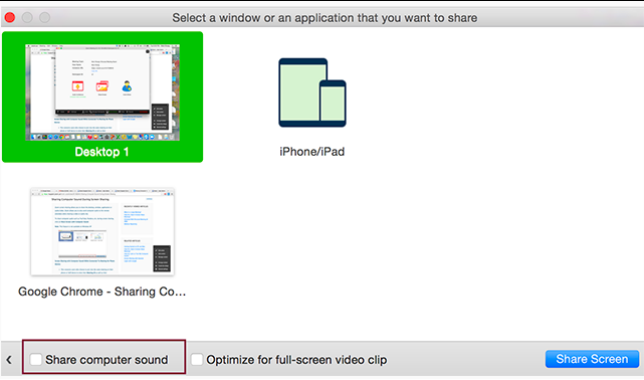
**Only the virtual classroom meeting host** and will need to follow these instructions to sign to Zoom and start the class meeting.

<p><b>STEP 1</b></p>	<ol style="list-style-type: none"> <li>1. Sign in at <a href="https://zoom.us/signin">https://zoom.us/signin</a></li> <li>2. Enter LaAmistad credential: <b>Email Address</b> and <b>Password</b></li> </ol> <p>Note: you will receive LaAmistad credentials in advance.</p> <ol style="list-style-type: none"> <li>3. <b>Deselect Stay signed in check box</b></li> <li>4. Click "Sign In" button</li> </ol>	 <p>The screenshot shows the Zoom 'Sign In' page. It has fields for 'Email Address' (with 'example.com' entered) and 'Password' (masked with dots). There is a 'Forgot?' link next to the password field. Below the fields is a blue 'Sign In' button. Under the button is a checkbox labeled 'Stay signed in' which is currently checked. A red arrow points to this checkbox. To the right of the checkbox is the text 'New to Zoom? Sign Up Free'.</p>
<p><b>STEP 2</b></p>	<p>Confirm that you are signed in with a LaAmistad account (Zoom Room #). Note: you do not see your Zoom Room account, you did not sign in successfully.</p> <p>Click the profile icon and select <b>sign out</b>. Go back to Step 1.</p> <ol style="list-style-type: none"> <li>1. Click start button for the current to start the class meeting and allow participants to join.</li> </ol>	 <p>The screenshot shows the Zoom 'Meetings' page. At the top, there are links for 'US &amp; PRICING', 'CONTACT SALES', 'SCHEDULE A MEETING', 'JOIN A MEETING', and 'HOST A MEETING'. Below these is a 'Meetings' section with tabs for 'Upcoming', 'Previous', 'Personal Room', and 'Meeting Templates'. Under the 'Upcoming' tab, there is a table of meetings. The first meeting is titled 'ESL Level Basic B Mon/Wed Summer Session ...' and has a time slot of '08:30 PM - 09:30 PM'. A red box highlights this time slot. To the right of the meeting title is a 'Start' button, which is highlighted with a red arrow. There are also 'Edit' and 'Delete' buttons. In the top right corner, there is a profile icon with a dropdown arrow, and a red arrow points to it.</p>

## Share Computer Audio During Screen Sharing

In order to make sure students can hear audio and video files, you must enable **share computer sound** within the screen share feature.

For more Zoom help <https://bit.ly/2SEb2Na>

STEP 1	1. Select Screen Share	 <p>The image shows the Zoom Meeting interface. At the bottom, there is a toolbar with several icons. The 'Share Screen' icon, which is a green square with a white screen and a green arrow, is highlighted with a yellow box. A yellow arrow points from this box to the text 'Share Screen'.</p>
STEP 2	2. Click <b>Share Computer Sound.</b> 3. Click <b>Screen Share</b> button	 <p>The image shows a dialog box titled 'Select a window or an application that you want to share'. It displays several options: 'Desktop 1', 'iPhone/iPad', and 'Google Chrome - Sharing Co...'. At the bottom, there are two checkboxes: 'Share computer sound' (which is checked and highlighted with a red box) and 'Optimize for full-screen video clip'. A 'Share Screen' button is located at the bottom right.</p>

## More Zoom Help

[How to use meeting controls \(video\)](#)

[How to mute and unmute participants in a meeting](#)

[Signing out and switching between accounts](#)

How to use Zoom breakout rooms ([video](#))

## Appendix

### Ventures Quick Reference Guide

These are the most important links for the Ventures teaching materials

	RESOURCES	URL
<b>Cambridge e-Source</b>	Links to download Presentation Plus, the Teacher's Edition, tests (PDF or Word), test answer keys and audio files	<a href="https://esource.cambridge.org/login">https://esource.cambridge.org/login</a>
<b>Cambridge LMS</b>	e-Workbook 3 <sup>rd</sup> edition	<a href="https://www.cambridgelms.org/main/p/splash">https://www.cambridgelms.org/main/p/splash</a>
	<u>Workbook Page Reference doc.</u>	
	Basic	<a href="https://bit.ly/3cNceJj">https://bit.ly/3cNceJj</a>
	Level 1	
	Level 2	<a href="https://bit.ly/3cYdU2C">https://bit.ly/3cYdU2C</a>
	Level 3	<a href="https://bit.ly/3iqBciW">https://bit.ly/3iqBciW</a>
	Level 4	<a href="https://bit.ly/39ZOXCO">https://bit.ly/39ZOXCO</a>
	<u>Workbook Answer Keys</u>	<a href="https://bit.ly/2Ok6uNf">https://bit.ly/2Ok6uNf</a>
	Basic	<a href="https://bit.ly/3Blujay">https://bit.ly/3Blujay</a>
	Level 1	<a href="https://bit.ly/3Blujay">https://bit.ly/3Blujay</a>
	Level 2	<a href="https://bit.ly/3zCsFAI">https://bit.ly/3zCsFAI</a>
	Level 3	<a href="https://bit.ly/2V2mfMf">https://bit.ly/2V2mfMf</a>
	Level 4	<a href="https://bit.ly/3t7mbHF">https://bit.ly/3t7mbHF</a>
<b>Cambridge Ventures Teacher Resources</b>	Ventures supplemental materials and resources	<a href="http://www.cambridge.org/ventures/resources">www.cambridge.org/ventures/resources</a>
<b>Ventures Arcade</b>	Interactive assessment tool	<a href="https://www.cambridge.org/us/esl/venturesadulted/venturesarcade/">https://www.cambridge.org/us/esl/venturesadulted/venturesarcade/</a>

## Passages Quick Reference Guide

These are the most important links for the Passages teaching materials

	RESOURCES	URL
Cambridge e-Source	Link to download Presentation Plus	<a href="https://esource.cambridge.org/login">https://esource.cambridge.org/login</a>
Cambridge Passages Teacher Resources	Links to download the Teacher's Edition, video and audio files, assessment tests (PDF or Word), test answer key, and other supplemental material	<a href="https://bit.ly/3nmMPZK">https://bit.ly/3nmMPZK</a>

### Oral Quiz Guidelines

#### ***Oral quizzes administration guide***

The questions found in the oral quizzes may be used to assess students' mastery of the material presented in *Passages Third Edition*. Each set of questions (Option A and Option B) covers material from one unit.

##### **When to give an oral quiz**

- Oral quizzes may be given before or after Ss take the written quiz.
- Ask Ss the appropriate questions after the class has completed one unit of the book. Alternatively, the questions may be asked after Ss have completed three or more units.

##### **Preparation**

- Tell Ss in advance that they are going to have an oral quiz. Explain that the goal is to answer questions and talk about topics in the unit.
- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- Review vocabulary and prepare a list of words to include in the oral quiz.
- Calculate the time needed to assess each S individually, multiply by the number of Ss taking the quiz, and schedule a class period or part of one to give the quiz.
- Make one copy of the oral quiz scoring sheet for each S.
- Become familiar with the aspects of speaking that the quiz measures (i.e., comprehension, fluency, grammar, vocabulary, and pronunciation).

##### **How to give an oral quiz**

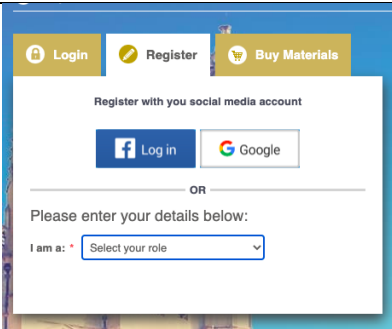
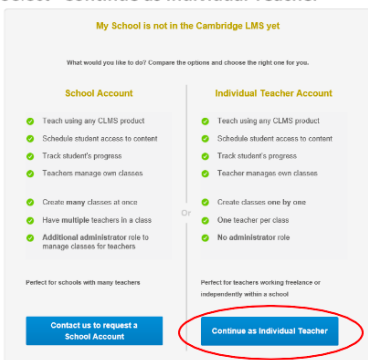
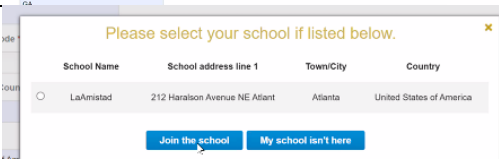
- Tell Ss that they are not allowed to use any reference materials, such as the Student's Book or a dictionary, during the quiz.
- When selecting from the options, don't feel it is necessary to ask all of the questions provided. You may also include questions and follow-up prompts of your own.

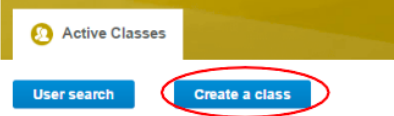




## Ventures Workbook Quick Reference Guide

At this site <https://www.cambridgelms.org/main/p/splash> you can access the e-workbook to assign homework and home practice. Students have a hard copy of the workbook.

### How to Access Ventures Workbook (and first-time registration)

Step 1	<p>If this is your first time using the online workbook, you need to register.</p> <p>Access <a href="https://www.cambridgelms.org/main/p/splash">https://www.cambridgelms.org/main/p/splash</a></p> <p><b>Select</b> Register tab</p>	
Step 2	<p><b>Choose</b> I am a Teacher</p> <p><b>Fill in</b> the registration information</p> <p><b>Click</b> submit</p>	
Step 3	<p>Once registered, you must finish creating your account:</p> <p>1. Select “Continue as Individual Teacher”</p> <p>2. Enter your information and select “Submit”. For School Name, <b>enter your name, not your school’s name</b>. This will bypass an extra step involving verification from a Client Administrator.</p>	<p>Select “Continue as Individual Teacher”</p> 
Step 4	<p>Enter</p> <p>School: “LaAmistad”</p> <p>Address: “3535 Roswell Road”</p> <p>City: “Atlanta”</p> <p>Zip: “30305”</p> <p>State: “GA”</p>	<p><b>Contact details</b></p> <p>Please provide your school details.</p> <p>If you are a private teacher, create a School Name (e.g. Jane's School or Mrs. Jones' Online Classes) and add your contact details.</p> <p>School name *</p> <p>LaAmistad</p> <p>Address line 1 *</p> <p>3535 Roswell Road</p> <p>Address line 2</p> <p>Address line 3</p> <p>Atlanta</p> <p>Town/City *</p> <p>Atlanta</p> <p>Post code/Zip code *</p> <p>30305</p> <p>State/Province/Country *</p> <p>GA</p>
Step #	<p>If you see this pop up, go ahead and select this option “Join the school”</p>	

Step 4	<p>You are now able to create a class</p> <p>1. Select “Create a Class”</p> <p>2. Enter a generic name for your class. Use caution in naming your class. Multiple classes will appear in your “My Teaching” tab</p>	
Step 5	<p><b>Select</b></p> <p>Series Title: <b>Ventures 3<sup>rd</sup> Edition</b></p> <p>Level: {for your course}</p> <p>Course Name: {Ventures...}</p> <p><b>Click</b> Create Class</p> <p><b>A popup box with class code will be displayed. Do not worry about the class code. LaAmistad ESL is not using this feature.</b></p> <p>The course thumbnail will be displayed on the My Teaching tab of Cambridge LMS</p>	<p>Sample thumbnails:</p> 
Step 6	<p>To access the online workbook.</p> <p>1. <b>Click on</b> “My Teaching” to view your workbook e-book(s)</p> <p>2. <b>Choose</b> “Content”</p> <p>Note: this is the only option you will need to use to view the workbook exercise</p>	

Since you do not have a hard copy of the workbook, here is a reference doc for the pages.

Level	Workbook Page Reference Doc	Answer Key
Basic	<a href="https://bit.ly/3cNceJj">https://bit.ly/3cNceJj</a>	<a href="https://bit.ly/3Blujay">https://bit.ly/3Blujay</a>
Level 1	<a href="https://bit.ly/3cYdU2C">https://bit.ly/3cYdU2C</a>	<a href="https://bit.ly/3Blujay">https://bit.ly/3Blujay</a>
Level 2	<a href="https://bit.ly/3jqBciW">https://bit.ly/3jqBciW</a>	<a href="https://bit.ly/3zCsFAI">https://bit.ly/3zCsFAI</a>
Level 3	<a href="https://bit.ly/39ZOXCO">https://bit.ly/39ZOXCO</a>	<a href="https://bit.ly/2V2mfMf">https://bit.ly/2V2mfMf</a>
Level 4	<a href="https://bit.ly/2Ok6uNf">https://bit.ly/2Ok6uNf</a>	<a href="https://bit.ly/3t7mbHF">https://bit.ly/3t7mbHF</a>

## How to Teach Online with Ventures & Passages

These guides demonstrate how the course can be taught online. It makes suggestions for how to use the coursebooks and offers supplementary materials to support online classes.

Ventures [https://issuu.com/cambridgeupelt/docs/venture\\_rtg\\_v3\\_1](https://issuu.com/cambridgeupelt/docs/venture_rtg_v3_1)

Passages [https://issuu.com/cambridgeupelt/docs/passages\\_rtg](https://issuu.com/cambridgeupelt/docs/passages_rtg)

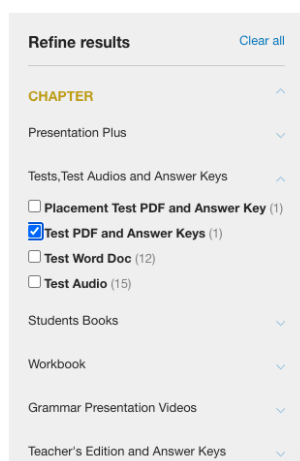
## Coursebook Assessment - Unit Tests

Unit test are an important assessment tool. They provide students and teachers with a way to track their learning progress. The coursebook unit tests also help students prepare for the final test.

The coursebook tests have been converted to Google Form quiz format. Teachers need to correct the free-form tests questions.

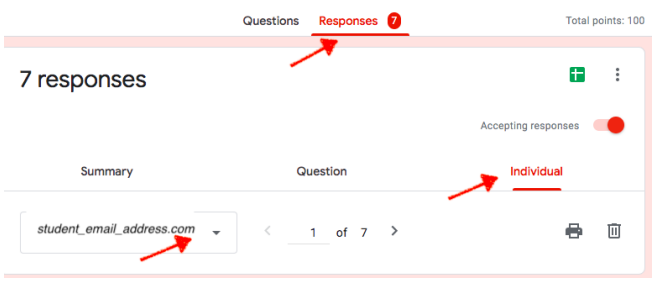

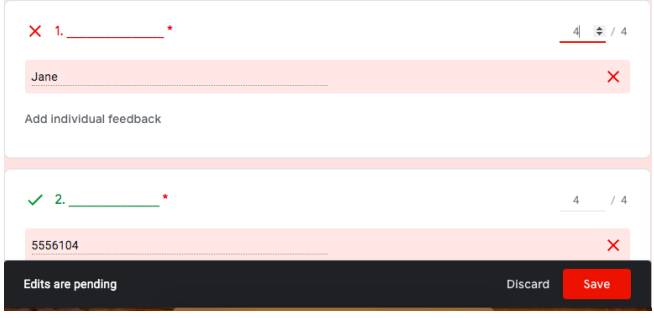
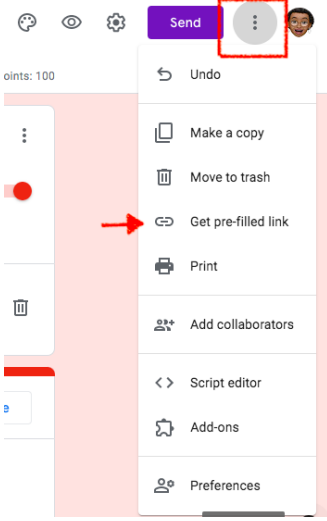
Ventures coursebook tests and answer keys and test audio files can be found on e-Source <https://esource.cambridge.org/login>

Chapter > Tests, Test Audios and Answer Keys



Passages coursebook tests and answer keys can be found on the teacher resource page  
<https://bit.ly/3nmMPZK> > Level x Teacher's Edition with Assessment...

## How to Review and Correct Google Form Unit Test

<p><b>STEP 1</b></p>	<p>Select <b>Responses &gt; Individual</b> tab</p> <p>Select student from drop-down</p>	
<p><b>STEP 2</b></p>	<p>Scroll to first free-form test question set that needs to be corrected.</p> <p>Select score you would like to give</p> <p><b>Add individual feedback</b> if needed.</p>	
<p><b>STEP 3</b></p>	<p>Select <b>Save</b> button to update the question score.</p>	
	<p>You can use this Google quiz form to share with students during the class review.</p>	
<p><b>STEP 1</b></p>	<p>a. Select 3 dot menu</p> <p>b. Choose “get pre-filled link”</p>	

**STEP 3**

The Form will open.  
You can share your screen  
to display it for students.


A. Listening

Reference Ventures Level Basic Test Audio, Unit 8


Listen and select.

1. \*

a.



b.



☐ a.

☐ b.

## VENTURES COURSES - Oral Assessment

The oral presentation is an important assessment tool. It provides teachers with a way to assess their speaking (and communication) proficiency.

Projects should be fun and practical, with the goal of helping students become more confident communicating in the target language.

Project topic can be chosen by the teacher, or the teacher can provide a list of topics for the students to choose from. When selecting topics, consider the scope of topics that the students have studied in the coursebook and allow them to demonstrate 'can-do descriptors' of the CEFR framework (reference page 20 production descriptors (P))

Here is a sample list of topics <https://bit.ly/2JmMG9k>

### Assessment guidelines

Presentation should be 3-5 minutes for Level 3 & 4

Presentation should be 2-3 minutes for Basic – Level 2

Students will use the Seesaw application create and post their video presentation.

Use this rubric to assess Ventures levels Basic – Level 4 [sample](https://bit.ly/2J6U0Go) downloadable form <https://bit.ly/2J6U0Go>

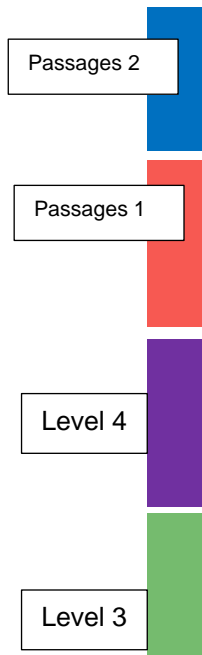
The oral assessment is 50% of the student's final grade and should be completed (and graded) before the end of the session.

## Passages COURSES - Oral Quiz

### Ventures & Passages CEFR Correlation

[Common European Framework of Reference for Languages](#) (CEFR)

CEFR	CAN-DO DESCRIPTORS
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.  Can express him/herself fluently and spontaneously without much obvious searching for expressions. (P)  Can use language flexibly and effectively for social, academic and professional purposes. (P)  Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (P)
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.  Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.



	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (P)
B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics, which are familiar, or of personal interest. (P)</p> <p>Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans. (P)</p>
A2	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (P)</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. (P)</p>
A1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. (P)</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
0	Cannot understand target language

Source: <http://www.englishprofile.org/images/pdf/GuideToCEFR.pdf>



## Fees

During our early registration period, students pay a fee of \$50.00. After early registration closes students pay a fee of \$60.00. There is a cost of \$35-40 for the Ventures books which can be purchased off Amazon.

## Textbooks

LaAmistad ESL uses the Ventures Series. The series take students from the basic ESL level to the Advance level. The ESL program offers 6 levels of ESL classes.

## Who are the Adult ESL Learners?

Adult ESL learners arrive in the United States from many different countries. Many arrive with little to no English language proficiency in search of better opportunities. The following are characteristics of adult learners.

### Adult Learners may:

- ***Represent a wide range of educational backgrounds.*** They may have from little to no formal education in their native language, to completion of university and advanced degrees in their native languages. In addition, they may or may not have any previous education in English and/or in the United States.
- ***Be goal-oriented and highly motivated.*** They have come to the program for a specific reason. Their goal(s) may be long- or short-term. They should be involved in sharing and setting their learning goals.
- ***Bring different skills, interests, backgrounds, and life experiences to the learning situation.*** They have rich life experiences, and the instructor should capitalize on this diversity in the learning environment.
- ***Want or need immediate application.*** Adult learners need to apply what they are learning. The learning tasks must be practical, have a clear purpose, and directly relate to their everyday lives.
- ***Have different learning styles.*** Adult learners often relate to their previous educational experiences. Some may learn by doing, others by listening, speaking, reading, or writing. Many students learn better when there are visuals (pictures) or *realia* (real things, such as articles of clothing) to use.
- ***Be very busy.*** They may work more than one job in addition to going to school and taking care of their families. They may be tired during class and have difficulty staying on task for long periods of time.
- ***Have different levels of proficiency.*** Student levels may differ in listening, speaking,

reading, and writing in both their first and second languages.

- ***Have a poor self-concept.*** Many people do not see themselves as learners. Some do not think they can learn or that they know how to learn.

## **Volunteer Teacher Program**

Volunteer teachers are a vital part of the LaAmistad English for Successful Living Program. Recruitment for new teachers is conducted through word of mouth, referrals from current volunteers, and through the online recruiting system with partner organizations.

ESL volunteers, teachers, create the bridge that links students to the broader English-speaking community. Teachers bring the outside world to the classroom through interacting with students and the sharing of experiences. Teachers have the opportunity to motivate students, create rapport with learners, and establish a warm environment where students can learn English and the U.S. culture. The LaAmistad ESL staff is passionate, driven, and dedicated. The staff is always ready to support our learners and volunteers with all pertinent inquiries or concerns.

Teachers have many readily available tools and resources to assist with successful instructional delivery to students. Course Outlines, books, and other materials are available in the ESL office.

***\*All volunteers are required to complete an online application and a confidential background check.***

## **Teachers**

- New teachers must attend an orientation and training session prior to class assignment.
- Volunteers who desire to teach but lack the experience will work in partnership with an experienced teacher for a session until they are ready to present a sample class.
- Course Outlines and teacher materials are provided.
- The ESL staff provides support for new teachers according to their needs as they transition into their teaching position.
- Teachers are assigned to teach 2hr classes on Mondays and Wednesdays, or Tuesdays and Thursdays, or a 3.5hr Saturday class.
- Teachers are encouraged to contribute to the LaAmistad quarterly Newsletter by nominating a star student. Nomination forms will be available in the office and electronically. The selected nominee will be featured in the Newsletter.
- Sessions are 10 weeks long. The LaAmistad ESL Program consists of 3 annual sessions.

- Teachers are trusted with the task of teaching and managing their class. If a teacher will miss a class, he/she is asked to communicate with the ESL Coordinator 2 weeks in advance so they may provide a substitute.
- Any emergencies within less than 4 hours prior to class, the day of or the night before for Saturday classes will result in cancelation of that class by the Teacher. The ESL Coordinator will to contact students about class cancellations.
- Substitute teachers play a very important role. Subs assist when teachers are absent or in case of emergencies. Substitutes are asked to provide teaching availability and preferences to the program for ease of scheduling. Substitutes are required to undergo the same training as scheduled teachers.
- Volunteers must stay up-to-date on communication about the program and check email regularly, as information will usually be sent via email. The ESL department occasionally has a volunteer meeting (15 minutes after class) when necessary.
- Teachers are asked to follow the Course Outline, return all materials back to the ESL office, and begin and end class in a timely manner.

## **Teacher Resources**

- Teaching resources and material are available in the ESL office. For additional worksheets, create a free account to print out worksheet and additional practice activities  
<http://www.cambridge.org/us/cambridgeenglish/resources>
- The binder for each level is located in the teachers' area. The binder includes all relevant documents pertinent to its level. Binders need to stay at the office.
- Teachers can check out the Teachers Edition for class preparation for a fee of \$20 per session. This fee is refunded upon the returning of all materials in good condition at the end of each session.
- Additional material for fun classroom activities is available in the office.
- If supplies are needed, please notify the ESL Instructional Coach.

## **Course Outline**

The course outline helps teachers with time management. It already separates the sections that need to be taught in order for teachers to successfully complete the course on time by following the lesson plans already created in the Teachers Editions or by creating their own plans. Unit tests reminders are on the Course outline. Teachers will administer exams after each unit is completed.

## Lesson Plans

Lesson plans are already set up in the Teachers Editions. Teachers can personalize lesson plans if the ones in the book do not meet the class' needs.

### How do I prepare to teach an ESL class at LaAmistad?

#### 1. Review the sections that are assigned by the Course Outline

Read through the lesson plan, the *Teacher's Edition*, and the student text. Familiarize yourself with the material. Ask yourself how can this help my students in their daily life? Come up with creative ways to help student practice and talking. Decide how you will divide the lesson. Take note of any particularly difficult sections. If there are sections in the book or any of the teaching material that you are unsure of, ***feel free to consult with the ESL coordinator.***

#### 2. Determine How You Will Teach

Think about how you will teach the lesson. What are the main points of the lesson? What will make the class more fun? What would help you remember or learn better if you were the student? Where could you see the class having trouble – and how will you avoid it? Where will you use props? Will you bring props from home, or use some from the program? If you're using your own materials, do you need copies of anything? Please try to get these to the ESL office well in advance (preferably 24 hours). If you're using the CD, make a note of the tracks that need to be played.

## Volunteer Scheduling Process

Current volunteers who have successfully completed a 10-week session and have complied with all regulations set forth by LaAmistad ESL wishing to continue with the program will be given first preference.

Volunteers who withhold seniority and have complied with all regulations set forth by LaAmistad ESL will be considered secondly.

New volunteers who have completed the information session and training will be assigned to the remaining open positions.

All volunteers are assigned based on the need of the program and their qualification. We have several locations that are about 15 to 20 minutes apart. Volunteers may be assigned to any of the locations with their approval.

## Student Enrollment

Student enrollment is handled by the ESL Coordinator. Students register every 10 weeks.

Students are encouraged to register for classes online. Registration information is provided to students before each session ends. Registration will be done before each session ends for returning students at each location.

Students who repeat a level will have the opportunity to retake that level in 10 weeks or transfer to another location to continue.

## ESL Levels

### ESL Basic Level – Low Basic

Students in Basic level have extremely limited vocabulary to communicate in English. They can function in a classroom but cannot take notes or answer most textbook questions. They can indicate that they do not understand, without being able to specify what it is they do not understand.

### ESL Level 1- High Basic

Students in Level 1 are capable of reading and writing Basic English. They can function in a classroom but cannot fully participate. Students are still not capable of forming full sentences. These students can take notes from the board and understand Basic English grammar rules. These students also struggle writing essays in exams but are fully capable of answering exam questions.

### ESL Level 2- Low Intermediate

Students in level 2 should be capable of participation in a regular classroom environment. These students can take notes from the board and understand longer speech and text. Individual weaknesses begin to show more prominently at this level as a student may be more apt at speaking/listening, but a slow learner in reading/writing or vice versa. You can reasonably expect these students to answer questions from the text and on a quiz with full preparation and review.

### ESL Level 3- High Intermediate

Students in this level are now contributors as well as participators in classroom discussions. They can express their thoughts, though still with some vocabulary deficits. On tests and quizzes, they can easily finish short answer questions, but full essays will still be beyond them; a list of meaningful sentences will pass for an essay from this group. In free writing they understand paragraphing but may need several drafts to get a coherent paragraph.

### ESL Level 4 and 5- Low Advance

Students are fully capable of producing quality work in most subjects. They may still have some slight weaknesses that prevent them from being in mainstream LA. Deficits at this level are generally in writing and text comprehension. They may have a tough time arguing or being persuasive in English.

## Student Attendance

**Recording attendance is critical:** *students that attend at least 60% of the class are eligible to take the final oral and written exam. Teachers are responsible to take attendance for every class.*

Attendance should be kept by all teachers for the duration of the 10-week session. On the first day of class, teachers will receive an attendance sheet (in the teacher binder) with students' names.

## Classroom and Resource Guidelines

LaAmistad ESL has a “**Gentle Touch**” policy for all classrooms. ESL classrooms are donated by community partners. Please be especially considerate of the teachers or other staff that share the same space.

- White boards are available in each room. Use only dry eraser markers.
- If chairs or desks are rearranged for class purposes, please be very careful to arrange these items back to the way they were.
- Please return all other materials to the ESL office or Coordinator.
- Be mindful and leave things organized in the teacher binder because some binders are shared with other teachers.
- Remove CDs out of the CD player and put them in their designated envelope in the binder.
- It is helpful if doors and lights are turned off after each class.

## Holidays

- Martin Luther King Day
- Monday after Easter
- Memorial Day
- Spring Break week
- Monday after Easter
- Independence Day
- Labor Day
- Fall Break
- Thanksgiving week
- Winter Break

## Exams and Other Assessments

- Students take 5 unit exams, 1 final, and 1 oral exam every session. The Coordinator will make all exam copies for students. Please remind the coordinator when the exams will be needed a week prior to testing.
- Students who missed an exam will arrange to do a make-up exam with the Coordinator. Make up exams are administered 30 minutes before class starts.
- Listening scripts can be read to the students or teachers can play the Class Audio CD. These resources are also in the back of the Teacher’s Edition as well as the answer keys. Teachers are welcomed to go over the exam with the students in class. All exams need to be returned to the ESL department.

- Teachers are responsible to administer and grade exams for their class. All grades are recorded in the grade sheet. Once graded and revised in class, exams are returned to the Coordinators. Students do not take exams home as the program recycles the same material.

## Program Evaluations

- The week prior to the end of each session, the ESL Coordinator will make arrangement for the Teacher Class Evaluations to be completed during the oral or written exam.
- The students will place their completed evaluations in the folder provided. The coordinator will take all forms to the ESL office.
- *Volunteers will also complete an evaluation form to measure the performance of the ESL program and coordinator.*

## Class Cancellation or Delay

In the rare event of extreme inclement weather or other major incident, classes will be canceled as appropriate for the safety of students and volunteers. ***IF IN DOUBT, PLEASE CONTACT THE ESL DIRECTOR.*** Some Saturday classes may be delayed due to local traffic or road closures that impede the arrival of students and teachers. When advised of these events in advance, the staff will inform the volunteers and students the week prior and may shift class times. Otherwise, classes will proceed as planned.

## Resources

### ESL Websites with Free Worksheets

Here are some great sites with ESL printable handouts. Be sure to first check the teacher resource room on the Cambridge Ventures website.

Using English: <http://www.usingenglish.com/handouts/>

ESL Handouts: <http://www.eslhandouts.com/>

Lanternfish: [bogglesworldesl.com/adultesl1.htm](http://bogglesworldesl.com/adultesl1.htm)

English Banana: <http://www.englishbanana.com>

ESL Teacher Board: <http://www.eslteachersboard.com/cgi-bin/english/index.pl?read=1827>

### Activities for Beginners

ESL Beginner Activities: <http://www.manythings.org/e/easy.html>

Beginner ESL Games: [http://www.ehow.com/list\\_5908341\\_beginner-esl-games.html](http://www.ehow.com/list_5908341_beginner-esl-games.html)

ESL Vocabulary for Beginners: [www.visualesl.com](http://www.visualesl.com)

Beginners ESL Printables: <http://www.esl-lounge.com/level1a.php>

## Activities for Intermediate and Advanced Learners

ESL Games:

[www.eslgamesworld.com/members/games/levels/index.html](http://www.eslgamesworld.com/members/games/levels/index.html)

ESL Intermediate and Advanced Online Games and Activities:

[www.eslgamesworld.com/members/games/levels/high/index.html](http://www.eslgamesworld.com/members/games/levels/high/index.html)

Intermediate and Advanced Grammar and Vocabulary Activities:

[www.englishmedialab.com/advancedquiz.html](http://www.englishmedialab.com/advancedquiz.html)

**Please use the following links to access the Ventures Teacher Manuals as well as the Online Resources**

**Looking for additional resources? Find them on eSource!**

- Presentation Plus
- Tests: PDF and customizable Word doc
- Test audios
- Teacher's Edition
- Career & Educational Pathways worksheets

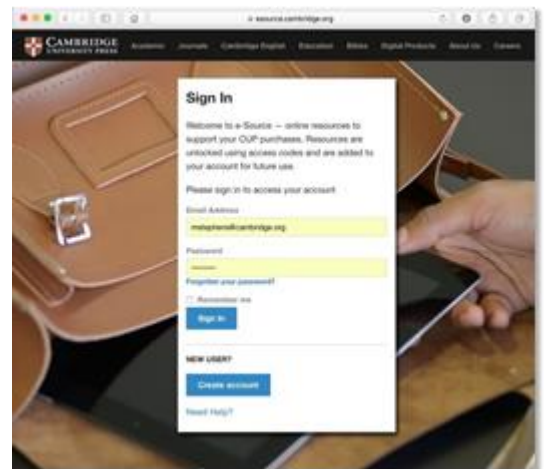
Access eSource at [esource.cambridge.org](http://esource.cambridge.org)

**If you already have an account:**

Enter your e-mail address and password and press **Sign In**.

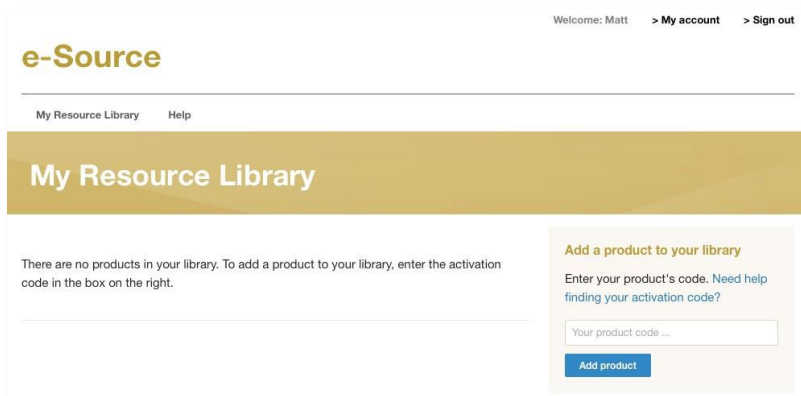
**If this is your first time using eSource:**

Press **Create account** and follow the steps.



Once you're logged in to eSource, you will be taken to your **Resource Library** where you can choose and access the

various products you have added to your account.





**Use the following codes to access each level of Ventures:**

**Ventures Basic TE:** VENTURES0-RABBIT-BOSTON-VILLAGE

**Ventures Level 1 TE:** VENTURES1-DONKEY-CHICAGO-MEADOW

**Ventures Level 2 TE:** VENTURES2-TURTLE-PORTLAND-PAVEMENT

**Ventures Level 3 TE:** VENTURES3-SPIDER-TACOMA-BUILDING

**Ventures Level 4 TE:** VENTURES4-CHICKEN-HOUSTON-WINDOW

**Ventures Transitions TE:** VENTURES5-DOLPHIN-DALLAS-DOORWAY

### **Online Teacher Resources:**

Resources for the 3<sup>rd</sup> edition are located in the same Resource tab as 2<sup>nd</sup> edition. If you have a login from 2<sup>nd</sup> edition, it will work for 3<sup>rd</sup> edition as well. If you do not have a login, just register as a teacher by selecting “Register” on the top right corner of the screen. Use the walkthrough on the following pages to as a guide to help register and navigate the Resource tab:

### **Ventures 3rd edition Product Site**

- Resources Tab (Class Audio, Math Worksheets)
- Content Tab (Sample units, Scope & Sequence)
- Product Details Tab (new WIOA/NRS info, Correlations, PD videos, and more)

### **Ventures Arcade**

- remains unchanged for 3<sup>rd</sup> edition

Please use the following walkthrough to register for the online resources. If you need assistance, contact me and I'll be happy to help!

Jeff Zingle

[jzingle@cambridge.org](mailto:jzingle@cambridge.org)

917-543-1005

1. **Go to:** <http://www.cambridge.org/ventures>

2. **Select “I’m a Teacher”**

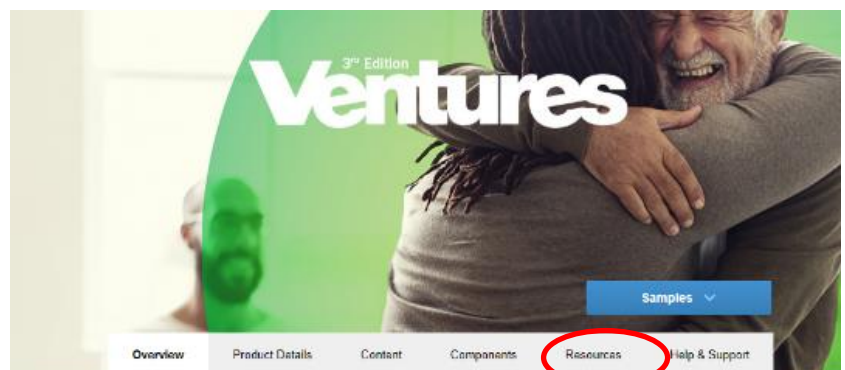
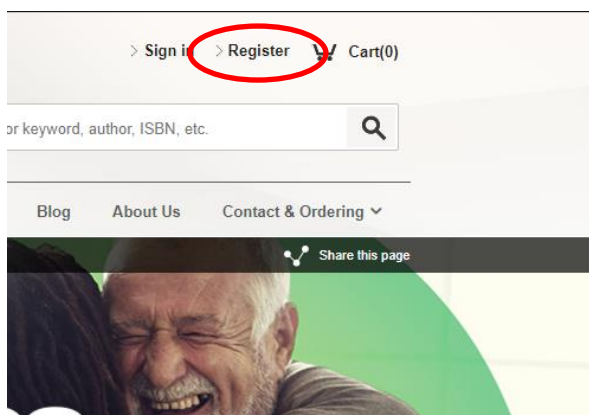
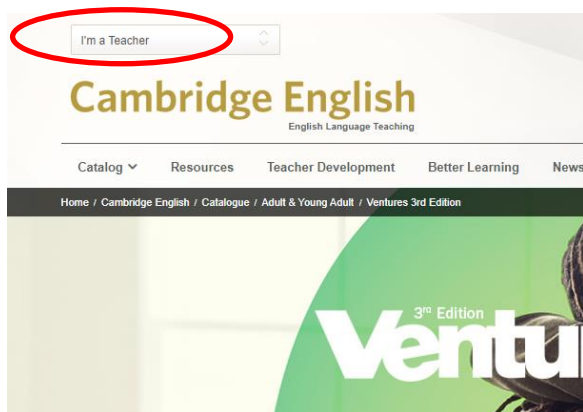
On upper left hand side, Teacher needs to select “I’m a Teacher”.

3. **Register or Sign In**

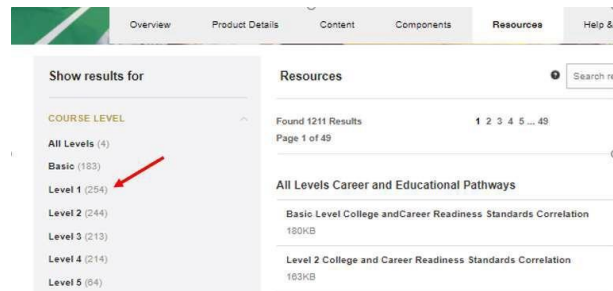
In the upper right hand corner, choose REGISTER if you have never registered on the Cambridge website before, or SIGN IN if you already have a password. Once a teacher is registered and verified, access will be granted to the hundreds of resources available for Ventures.

#### 4. Select “RESOURCES” carefully!

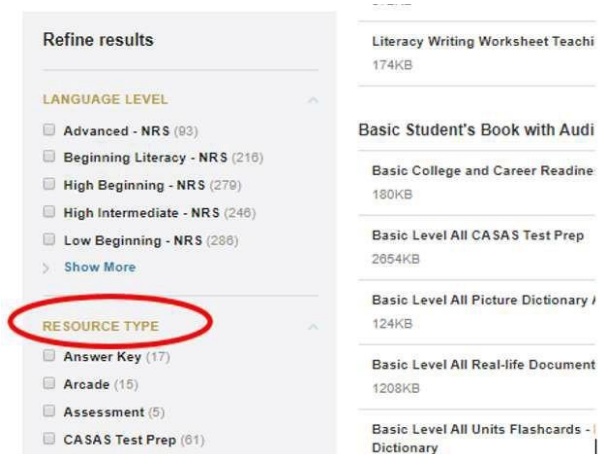
Once back on the Ventures main page, it could be confusing to choose the correct “resources” because there are many on the page. Scroll down and select the word “RESOURCES” on the lower gray bar between the words “Components” and “Help & Support” in order to see the full spectrum of items available to teachers. This is an important step to remember.



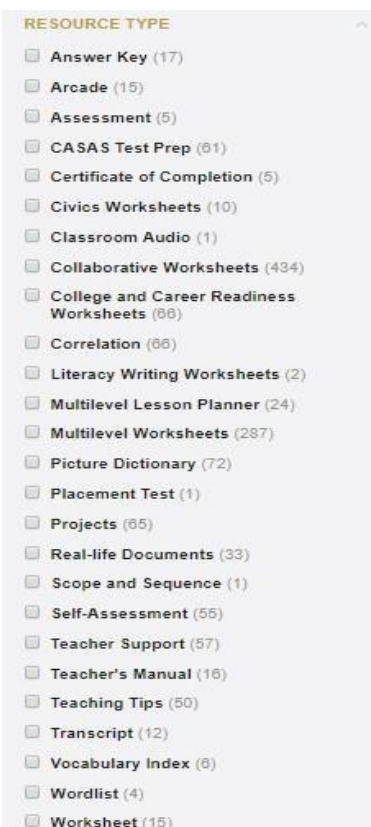
5. **“Show Results for...” section** There are two parts going down the left hand gray section of the Ventures Resources page. The top part is the “SHOW RESULTS FOR” section. Under **COURSE LEVEL**, you can see that there are hundreds of items per level.



6. **“Refine Results” section** Scroll down and in the second part of the gray area on the left, you will see “REFINE RESULTS” and then **RESOURCE TYPE**. **RESOURCE TYPE** will be the Ventures teacher’s new best friend when searching for Ventures resources.



7. **“Resource type” section** Here is the complete list of items under **RESOURCE TYPE**. It is worth exploring this section to see all of the different Ventures resources that have been thoughtfully created to help teachers meet a variety of classroom and administrative needs.

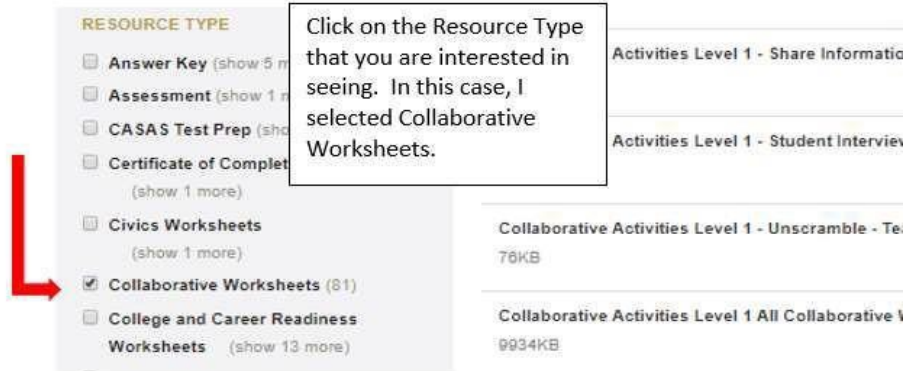


## SEARCHING FOR RESOURCES

There are many ways to search for specific resources. Here are two different ways:

### 1) Search via Resource Type

To get the widest array of resources, select Resource Type and then narrow results as needed... by level, unit, etc.

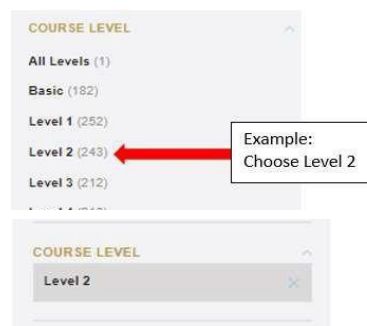


Step #1- Select the **Resource Type** that you are looking for... Collaborative, Multi-level worksheet (formerly Add Ventures), College and Career Readiness Worksheets, correlations, etc.

Step #2- Narrow your results by selecting the **Course Level** (Ventures has six levels: Basic, 1, 2, 3, 4, 5, which is the Transition level) you are looking for, and narrow further selecting the component, etc.



### 2) Search via Level,



Component, Unit and Lesson.

Step #1-Choose a **Course Level**.

Ventures has six levels: Basic, 1, 2, 3, 4, 5 (which is the Transition level). Choose a level. In this example, we choose Level 2.

Step #2- Choose a **Course Component**.

Once you choose a course level, the texts associated with the level will now appear. For level 2, there is the "Level 2 Student's Book with Audio CD", and "Level 2 Teacher's Edition with Assessment Audio CD/CD-ROM". Choose the student book (which has 240 resources associated with it).

Step #3- Choose a **Unit**.

Step #4- Choose a **Lesson**.



## **ESL Offices Contact Information**

### **Holy Innocents' Episcopal Church**

805 Mt Vernon Highway 30327

Contact: 404-842-2183 |

[esl@laamistadinc.org](mailto:esl@laamistadinc.org)