Synchronous Learning:
The main learning outcome for the first two weeks of May were for students to familiarize themselves with the TOEIC Part 1 and to listen to sound-alike words and practice the pronunciation of the letters “b, v, s, sh, th, l, r”.

In breakout rooms with a partner, students chose the best preposition to fill in the phrase. Then they reviewed the homework by reading and listening to Part 1: Listening possible answers. Students also explained which answers were correct by talking about vocabulary, what is happening now in the photo and thinking about which answers were not correct. Students said they found the exercise challenging, but did an excellent job using English to discuss answers.

Next, students listened to prepositions and marked pictures that represented the preposition/ They then worked together to make sentences with prepositions using pictures. Finally, they listened and repeated sound-alike words and practiced their pronunciation of similar sounds like “b/v” and “s/sh”.

Asynchronous Learning:
On Canvas, our learning management system, students were assigned to preview the TOEIC Part 2 section with a listening quiz. Students will listen up to 5 times to an example TOEIC Part 2 test and have to answer a multiple choice quiz. Students were also given a quiz to listen to sound-alike words and choose from two sound-alike words. Finally, students were also assigned to review parts of speech by reading sentences and choosing the part of speech that fits the bolded word.
Synchronous Learning:
During week 3, five students gave their presentations about important people in history such as Harriet Tubman, Martin Luther King, Jr., Rosa Parks, etc. today. They demonstrated the ability to follow instructions and to put together organized and content-filled presentations. Several of the students had excellence pronunciation and sentence structure. They also worked on eye contact, even if this was done on Zoom. They also improved listening, note-taking, vocabulary, comprehension, and discussion skills.

Students also listened to a lecture about America's first people and took notes. Then, they worked in small groups with classroom volunteers to use their lecture notes to answer a comprehension activity. One student said, "That was challenging, but I could finish it." Students also learned new vocabulary before this lecture, and each of those new words was used in the lecture and in the activity. Students then viewed a video about the Lakota tribe hunting buffalo. Finally, they participated in groups discussions to answer questions like "What were they doing? Why were they doing this?" That discussion tied into the lecture and the vocabulary.

In week 4, the rest of class presented their research. They did a PowerPoint presentation about people in history such as Malcolm X, Frederick Douglass, and Jackie Robinson. After their presentation, they asked their classmates, "What did you learn?" and then called upon four students for responses. Many times students would say things like, "I had never heard of this person, but I learned . . . ." Some of the students spoke of the issues of the times and related those issues to our current situations with discrimination and inequality and spoke of topics such as women's rights, etc. They demonstrated good critical thinking skills.

Students also listened to and then discussed a video about Native Americans. We had one classroom volunteer who gave helpful feedback to each student who gave their presentation. Students reviewed vocabulary with a partner activity and then took a Canvas quiz about the new vocabulary they had learned last week. They also had a reading comprehension activity about issues that native Americans faced and answered questions that introduced them to topics such as diseases brought by European settlers, loss of land and being placed on reservations, and other issues such as The Trail of Tears.

Asynchronous Learning:
For both weeks, students continued working on their PowerPoints and research into American history. Students are doing research about some of the issues that Native Americans faced in U.S. history. They are focusing on diseases, reservations, and treatment by U.S. soldiers (four students per topic). They are each responsible for three PowerPoint slides with notes that will be combine into one presentation before the next class.

Peyote
There is the plant that was used by indigenous people. Peyote is native to Mexico and southwestern Texas.

She won a Nobel Prize.