



ARKANSAS STATE UNIVERSITY
English Learning Academy

Curriculum Guide



Contents

PROGRAM VISION AND MISSION STATEMENTS	5
PROGRAM OUTCOMES	5
COURSE DESCRIPTIONS AND OBJECTIVES	6
A SESSION	6
Foundations A.....	7
LISTENING FOUNDATIONS.....	7
SPEAKING FOUNDATIONS.....	8
READING FOUNDATIONS.....	9
WRITING FOUNDATIONS.....	10
AMERICANA I.....	11
Level 1 A.....	12
LISTENING I.....	12
SPEAKING AND PRONUNCIATION I.....	13
READING I.....	14
WRITING I.....	15
AMERICANA II.....	16
Level 2 A.....	17
SPEAKING AND PRONUNCIATION II.....	17
AMERICAN IDIOMS AND VOCABULARY.....	18
COMMUNITY SERVICE 2.....	19
LISTENING II.....	20
READING II.....	21
WRITING II.....	22
Level 3 A.....	23
SPEAKING AND PRONUNCIATION III.....	23
US HISTORY AND GOVERNMENT.....	24
COMMUNITY SERVICE 3.....	26
AMERICAN FILM AS LITERATURE.....	27
US POPULAR CULTURE.....	29
WRITING III.....	31
Level 4 A.....	32
AMERICAN SHORT STORIES AND POETRY.....	32

2016

ACADEMIC READING AND VOCABULARY.....	34
ACADEMIC WRITING AND GRAMMAR I.....	35
CURRENT EVENTS AND JOURNALISM 4	36
Level 5 A.....	38
INTERNET VOCABULARY AND READING SKILLS	38
ACADEMIC WRITING AND GRAMMAR II	39
RESEARCH WRITING	40
US HISTORY AND GOVERNMENT 5.....	41
CURRENT EVENTS AND JOURNALISM 5	42
COURSE DESCRIPTIONS AND OBJECTIVES	43
B SESSION	43
Foundations B.....	44
LISTENING AND SPEAKING FOUNDATIONS	44
READING AND VOCABULARY FOUNDATIONS.....	46
GRAMMAR AND WRITING FOUNDATIONS.....	47
Level 1 B.....	48
LISTENING AND SPEAKING	48
READING AND VOCABULARY	49
GRAMMAR AND WRITING	50
Level 2 B.....	51
LISTENING AND SPEAKING	51
READING AND VOCABULARY	52
GRAMMAR AND WRITING	53
Level 3 B.....	54
LISTENING AND SPEAKING	54
READING AND VOCABULARY	55
GRAMMAR AND WRITING	56
Level 4 B.....	57
LISTENING AND SPEAKING	57
READING AND VOCABULARY	58
GRAMMAR AND WRITING	59
Level 5 B.....	60
LISTENING AND SPEAKING	60

2016

READING AND VOCABULARY	61
GRAMMAR AND WRITING	62
COURSE DESCRIPTIONS BY CONTENT AREA	63
A LEVEL	63
LISTENING COURSES	63
LISTENING FOUNDATIONS	63
LISTENING I	63
LISTENING II	63
SPEAKING COURSES	64
SPEAKING FOUNDATIONS	64
SPEAKING AND PRONUNCIATION I	64
SPEAKING AND PRONUNCIATION II	64
SPEAKING AND PRONUNCIATION III	65
READING COURSES	65
READING FOUNDATIONS	65
READING I	65
READING II	65
ACADEMIC READING AND VOCABULARY	65
INTERNET VOCABULARY AND READING SKILLS	66
WRITING COURSES	66
WRITING FOUNDATIONS	66
WRITING I	66
WRITING II	66
WRITING III	67
ACADEMIC WRITING AND GRAMMAR I	67
ACADEMIC WRITING AND GRAMMAR II	67
RESEARCH WRITING	67
CONTENT COURSES	67
AMERICANA I	67
AMERICANA II	67
AMERICAN IDIOMS AND VOCABULARY	68
COMMUNITY SERVICE 2	68
US HISTORY AND GOVERNMENT	68

2016

COMMUNITY SERVICE 3	68
AMERICAN FILM AS LITERATURE	68
US POPULAR CULTURE.....	68
DRAMA	69
CURRENT EVENTS AND JOURNALISM 4	69
US HISTORY AND GOVERNMENT 5.....	69
CURRENT EVENTS AND JOURNALISM 5	69
COURSE DESCRIPTIONS BY CONTENT AREA	70
B LEVEL.....	70
LISTENING AND SPEAKING	70
FOUNDATIONS B.....	70
LEVEL 1B	70
LEVEL 2B	70
LEVEL 3B	71
LEVEL 4B	71
LEVEL 5B	71
READING AND VOCABULARY.....	72
FOUNDATIONS B.....	72
LEVEL 1B	72
LEVEL 2B	72
LEVEL 3B	72
LEVEL 4B	72
LEVEL 5B	73
GRAMMAR AND WRITING	74
FOUNDATIONS B.....	74
LEVEL 1B	74
LEVEL 2B	74
LEVEL 3B	74
LEVEL 4B	75
LEVEL 5B	75
COURSE BENCHMARKS	76

PROGRAM VISION AND MISSION STATEMENTS

It is the vision of the English Learning Academy (ELA) that all students completing the program will be linguistically, culturally, and academically prepared to succeed in university courses taught in English.

To achieve this vision, the program seeks to develop students' linguistic competency, cultural awareness, and critical thinking skills to enable them to experience academic success and to have positive intercultural experiences when enrolled in university-level courses.

PROGRAM OUTCOMES

PO.1 Students will produce spoken and written English at a level that will enable them to be successful in university-level classes as measured by achieving a minimum score of 5.0 on the International Test of English Proficiency (iTEP).

PO.2 Students will comprehend aural and written English at a level that will enable them to be successful in university-level classes as measured by achieving a minimum score of 5.0 on the International Test of English Proficiency (iTEP).

PO.3 Students will produce a well-written, factually and mechanically correct 5-page research paper on an assigned topic with proper reference citations.

PO.4 Students will deliver a comprehensible and factually correct 5-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.

PO.5 Students will engage in multicultural experiences a minimum of 4 times a month by attending events offered by campus activity groups.

COURSE DESCRIPTIONS AND OBJECTIVES

A SESSION

Foundations A**LISTENING FOUNDATIONS**

This course builds the foundations for comprehending basic spoken English. Students will learn to aurally identify phonemes (segmental and suprasegmental) and vocabulary used in common set phrases and sayings (greetings, simple routine conversations, daily life expressions, etc.). Students in this course will recognize sounds and patterns in common contexts and will respond physically to simple and complex imperative language using simple oral language or actions to demonstrate their comprehension of English. This course focuses on instruction and extensive practice in listening at the word, phrase, and sentence level. The focus is on developing listening skills to comprehend verbal instructions, vocabulary in context, and the gist of ideas in sentences, monologues, and dialogs.

Language Objectives:

Listening:

- Comprehend common spoken words and key phrases
- Identify main ideas of simple messages and conversations
- Follow simple directions
- Comprehend simple social language
- Engage in a basic social conversation (BENCHMARK)

Grammar/Vocabulary:

- Aurally comprehend familiar simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Recognize differences between spoken regular singular nouns and plural ones
- Comprehend subject and object pronouns
- Comprehend possessive pronouns
- Comprehend the meaning of basic prepositions (in, on, under, to, at)
- Comprehend social vocabulary and common idioms
- Comprehend common action verbs and “to be” in the simple present, past, and future tenses

Foundations A**SPEAKING FOUNDATIONS**

This course introduces students to the English phonetic system, while orally practicing words, phrases and sentences common in high-frequency situations. Students will replicate correct English sounds and form words through practicing dialogues, engaging in interactive activities, and participating in routine conversations. Conversation conventions are practiced as well as non-verbal communication skills through interactive activities. Students have the opportunity to observe and practice appropriate verbal and nonverbal behavior for conversing in English.

Language Objectives

Speaking/Grammar/Vocabulary:

- Orally produce common words and phrases
- Give basic information in response to a request (grammar and pronunciation may interfere with communication)
- Orally produce appropriate simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Make regular singular nouns plural
- Use appropriate subject and object pronouns
- Use possessive pronouns
- Use basic prepositions (in, on, under, to, at)
- Use common social vocabulary and common idioms in context
- Orally produce appropriate simple sentences (affirmative and negative) using common action verbs and “to be” in the simple present, past, and future tenses
- Engage in a basic social conversation (BENCHMARK)
- Pronounce words in response to visual prompts (BENCHMARK)

Foundations A**READING FOUNDATIONS**

This course is designed to provide students with little or no English education with beginning reading skills. Students in this course will learn to recognize the written English alphabet in a variety of formats (hand written print/cursive and typeface) and will attach appropriate sounds to written graphemes. Students will practice exercises for left-to-right orientation, learn alphabet names and sounds, and learn to read basic and frequently used words in English. The focus of this course is on reading words, phrases, and sentences in short texts.

Language Objectives:

Reading: By the end of the level, students will be able to

- Read with comprehension isolated words applying appropriate phonics skills
- Read with comprehension high-frequency words
- Read and follow simple directions
- Read with comprehension simple, basic, every-day vocabulary
- Comprehend very basic ideas intended by the author of written work
- Comprehend main ideas and a few basic details from simple text, using visuals and some prior knowledge of the topic

Grammar: By the end of the level, students will be able to

- Identify in written text plural nouns, subject and object pronouns, possessive pronouns and basic prepositions
- Identify in written text verbs written in simple present tense, simple past tense (regular and some common irregular verb forms), simple future tense, and imperative forms.
- Identify connected subjects and simple verbs in written text.

Foundations A**WRITING FOUNDATIONS**

This course is designed for international students who have had little or no instruction in English but are literate in their native languages. This course teaches students to recognize and write the English alphabet and its corresponding sound system (phonics). Students will also learn to recognize, decode, and write selected phonetically based vocabulary and high-frequency words. Once students have begun to master these items, they will begin to write simple sentences.

Language Objectives:

Writing and Grammar:

- Write legible upper and lower case letters
- Correctly write high-frequency words
- Use common verbs to correctly write short simple sentences in the simple present, simple past, simple future, and present progressive tenses.
- Develop keyboarding skills to produce English writing using the computer.
- Correctly spell regular singular and plural nouns
- Use possessive pronouns correctly in written sentences
- Use basic prepositions (in, on, under, to, at) correctly in written sentences

Foundations A**AMERICANA I**

This course is designed for students to develop listening skills and basic vocabulary through engaging activities. In this course, students will experience elements of US history, geography, folklore, food, sports, music, and cultural heritage. Students will respond physically to simple and complex imperative language demonstrating their comprehension through actions.

Language Objectives:

Listening:

- Common spoken words and key phrases
- Main ideas of simple messages and conversations
- Simple directions
- Simple social language

Grammar/Vocabulary:

- Aurally comprehend familiar simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Recognize differences between spoken regular singular nouns and plural ones
- Comprehend subject and object pronouns
- Comprehend possessive pronouns
- Comprehend the meaning of basic prepositions (in, on, under, to, at)
- Comprehend social vocabulary and common idioms
- Comprehend common action verbs and “to be” in the simple present, past, and future tenses

Speaking:

- Produce common words and phrases
 - Give basic information in response to a request (grammar and pronunciation may interfere with communication)
-

Level 1 A**LISTENING I**

At this level, students solidify their base of listening abilities and accumulate abundant vocabulary that will support their reading and writing skills development in this and subsequent levels. Students will understand speakers in familiar contexts and will learn to recognize stress, rhythm, and intonation patterns used in sentences and questions. Students are exposed to new grammatical concepts such as count and non-count nouns and basic sentence structures (e.g., statements versus questions).

Language Objectives

Listening:

- Listen to, comprehend and summarize basic social conversations
- Listen and identify the main idea of spoken social language
- Listen and identify specific details from spoken language
- Make inferences about what was said
- Make predictions based on something they just heard

Grammar:

- Use articles (the, a, an)
- Use conjunctions
- Use contractions
- Use modals (can, may)
- Use descriptive adjectives
- Use possessive nouns (singular and plural possessives)
- Make sentences and ask questions using count/noncount nouns
- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense

Vocabulary:

- Employ vocabulary acquisition strategies including
- Develop a vocabulary learning system (eg: cards, notebook, flashcards)
- Classify vocabulary by meaning groups
- Recognize words belonging to the same word family

Level 1 A**SPEAKING AND PRONUNCIATION I**

In this course, students practice correct pronunciation, intonation, and accent reduction. This course emphasizes oral vocabulary development and correct pronunciation through the study of basic phonetic segments and intonation patterns. Students will have intensive work on recognizing and producing speech sounds including analysis of the contrasts between the phonemic inventory of the student's home language and the phonemic inventory of "standard" American English. Emphasis is on neuromuscular development of the human speech organs. Participants record speech production exercises and receive personal analysis and suggestions for improvement. Speaking skills focus on understanding and giving descriptions, directions, and explanations, and answering common daily expressions and dialogs.

Language objectives:

Speaking/Vocabulary:

- Speak employing new vocabulary supplied through visual activities
- Produce sufficient comprehensible speech to express meaning (grammar and pronunciation may interfere with communication)
- Retell, describe, and narrate in simple situations
- Use social vocabulary and common idioms

Grammar:

- Use subject, object, and possessive pronouns
- Use articles (the, a, an)
- Use conjunctions
- Use contractions
- Use modals (can, may)
- Use descriptive adjectives
- Use possessive nouns (singular and plural possessives)
- Make sentences and ask questions using count/noncount nouns
- Produce simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense

Level 1 A**READING I**

This course focuses on basic decoding and reading comprehension, vocabulary development, reading rate, and study skills. Students will learn more core vocabulary, literal comprehension, and grammar necessary to understand short readings. Students are exposed to new grammatical concepts such as count and non-count nouns and basic sentence structures (e.g., statements versus questions).

Language objectives:

Reading:

- Read and comprehend simple text
- Apply reading strategies (ie: previewing, applying background knowledge, inferring from context) in order to comprehend high-beginner-level texts (Flesch-Kincaid grade level 2 to 4)
- Identify the main ideas of text
- Identify details that support the main idea of a paragraph

Grammar:

- Identify syntax details:
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense
 - Use of articles
 - Use of conjunctions
 - Use of contractions
 - Use of modals (can, may)
 - Use of descriptive adjectives

Vocabulary:

- Develop a vocabulary learning system (eg: cards, notebook, flashcards)
- Classify vocabulary by meaning groups
- Recognize words belonging to the same word family

Level 1 A**WRITING I**

The focus of this course is on understanding and creating basic grammatical forms and writing simple and compound sentences using correct word forms, word order, function words, simple and progressive tenses, spelling, and punctuation. Writing will be simple declarative and descriptive in nature.

Language Objectives:

Writing:

- Write simple narrative and descriptive text using basic transitional words appropriately in these tenses:
 - simple present
 - present progressive
 - simple future
 - simple past tenses.
- Develop keyboarding skills to produce English writing using the computer.
- Write complete simple sentences using simple tenses in response to visual prompts (BENCHMARK)

Grammar:

- Use articles (the, a, an)
- Use conjunctions
- Use contractions
- Use modals (can, may)
- Use descriptive adjectives
- Use possessive nouns (singular and plural possessives)
- Make sentences and ask questions using count/noncount nouns
- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense

Vocabulary:

- Developing a vocabulary learning system (eg: cards, notebook, flashcards)
- Classifying vocabulary by meaning groups
- Recognizing words belonging to the same word family

Level 1 A**AMERICANA II**

This course is designed for students to develop listening and speaking skills, as well as vocabulary, in engaging scenarios. In this course, students will experience elements of US history, geography, folklore, food, sports, music, and cultural heritage through interactive language activities. Students will read and write basic language forms (vocabulary, simple sentences, simple descriptions, count and non-count nouns) relating to the topics presented.

Language objectives:

Reading:

- Read and comprehend simple text
- Apply reading strategies (ie: previewing, applying background knowledge, inferring from context) in order to comprehend high-beginner-level texts (Flesch-Kincaid grade level 2 to 4)
- Identify the main ideas of text
- Identify details that support the main idea of a paragraph

Grammar:

- Identify syntax details:
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense
 - Use of articles
 - Use of conjunctions
 - Use of contractions
 - Use of modals (can, may)
 - Use of descriptive adjectives

Vocabulary: Based on information read, students will develop skills in

- Developing a vocabulary learning system (eg: cards, notebook, flashcards)
- Classifying vocabulary by meaning groups
- Recognizing words belonging to the same word family

Speaking:

- Speak employing new vocabulary supplied through visual activities
- Produce sufficient comprehensible speech to express meaning (grammar and pronunciation may interfere with communication)
- Retell, describe, and narrate in simple situations
- Use social vocabulary and common idioms

Level 2 A**SPEAKING AND PRONUNCIATION II**

This course is designed to further enhance students' intelligible speech. Speaking skills will be expanded through situational activities. Students develop oral communication abilities for life skills and academic objectives by participating in a variety of classroom activities that encourage fluency and self-confidence when using English. Students will express ideas and opinions in small groups and learn to understand and react appropriately. The course emphasis is on the development of oral fluency in one-on-one and small group communication as students practice speaking strategies that help them express their ideas in sustained speaking contexts. Speaking focuses on the clear pronunciation of common words and phrases and continues the development of the basic English pronunciation patterns of stress and intonation. Students will review and expand their understanding of phonological principles. Participants record speech production exercises and receive personal analysis and suggestions for improvement.

Language Objectives:

Speaking and Vocabulary:

- Engage in a social conversation (BENCHMARK)
- Describe events in depicted in a series of pictures (BENCHMARK)
- Speak using academic vocabulary supplied through visual activities and examples
- Use basic transition markers
- Effectively discuss topics in a group, individually, or with the instructor following basic culturally appropriate discussion strategies (turn taking, polite interrupting, agreeing/disagreeing, etc.)
- Use a wide range of social vocabulary and common idioms
- Use academic vocabulary appropriate to the level

Grammar:

- Form Yes/No and information (WH) questions.
- Use subject/verb agreement in sentences they produce orally and in writing.
- Use descriptive, comparative and superlative adjectives and adverbs
- Use demonstrative pronouns (this, that, these, those)
- Use conjunctions (so, yet, and, but, because, therefore, however) to create compound sentences.
- Use modals (could, should, would)
- Correct sentence fragments, run-on sentences, and comma splice errors
- Use a variety of phrasal verbs
- Distinguish between the use of “for” and “since” in time sentences (I have lived here for three years. I have lived here since 2011.)
- Form tag questions (I'm hungry, aren't you?)

Level 2 A**AMERICAN IDIOMS AND VOCABULARY**

Through engaging, real contexts, students will develop an understanding of common and essential English idioms and will use them with confidence in their own communication. Students will read and view short videos as sources of input.

Language Objectives:

Speaking, Writing, Grammar and Vocabulary:

- Students will use English idioms appropriately and with confidence
 - in oral and written communications
 - formal and informal
 - social and academic
 - in a variety of tenses (simple tenses, progressive tenses)
 - showing communicative competence (appropriate to register and tone)
 - with appropriate sentence structure

Level 2 A**COMMUNITY SERVICE 2**

Students will be assigned to an office or other workplace within the community where they will use their listening and speaking skills to provide services as directed. The purpose of the experience is to provide students with real-life opportunities to use English with native speakers for a communicative purpose.

Language objectives:

Speaking: Students will effectively communicate with native speakers of English in the community.

Listening: Students will effectively comprehend aural language spoken by native speakers in the community.

Writing: On a daily basis, students will electronically post comprehensible journal entries.

Level 2 A**LISTENING II**

Through a wide variety of interactive activities, students in this course will further develop aural comprehension abilities for both formal and informal settings, including listening skills for college study. Students will listen to and learn note-taking skills based on simple academic lectures. Students will also use critical thinking skills to understand, paraphrase, summarize, and respond to ideas expressed by others in reading, orally, or in writing. Students develop comprehension accuracy by discussing various academic topics of interest in small and large groups. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

Language Objectives:

Listening:

- Listen to, comprehend, and summarize basic conversations on a wide variety of social topics
- Listen and identify the main idea of spoken language on a variety of social topics
- After participating in appropriate vocabulary- and schema-building activities, listen and identify the main idea of spoken language on a variety of academic topics
- After participating in appropriate vocabulary- and schema-building activities, listen and identify specific details from spoken language on a variety of academic topics

Vocabulary:

- Use a wide range of social vocabulary and common idioms
- Use academic vocabulary appropriate to the level

Level 2 A**READING II**

Students in this course will continue to develop reading automaticity to increase reading rates and fluency. They will apply decoding and sight-word skills to make predictions and will participate in activities to identify main ideas and details of writing. Students will distinguish between facts and opinions, make inferences, and practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

Language Objectives:

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 4 to 7)
- Read independently an adapted fictional story (low-intermediate level) and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Comprehend content and academic texts on familiar topics
- Relate content material to personal experiences or other prior knowledge

Vocabulary:

- Comprehend a wide range of social vocabulary and common idioms
- Comprehend academic vocabulary appropriate to the level

Level 2 A**WRITING II**

This course introduces students to the mechanics of paragraph writing. It teaches paragraph and sentence structure, using a step-by-step approach with varied practice. Students are guided through the writing process to produce well-organized, adequately developed, mechanically correct paragraphs. Students identify various modes of paragraph organization and develop writing fluency at the sentence and paragraph level through study and practice of compound and complex sentences. This course develops the ability to write varied, complex sentences and effective paragraphs. Emphasis is placed on appropriate use of a variety of sentence structures, complex verb forms, modifiers, and punctuation, and on the writing of sentences in context.

Language Objectives:

Writing:

- Write simple narrative and descriptive text using basic transitional words appropriately in the past progressive tense.
- Use some variation in register and tone when writing.
- Write basic informational text
- Use basic sentence structure correctly
- Write basic paragraphs with defined topic sentences and details
- Develop keyboarding skills to produce English writing using the computer

Vocabulary:

- Use a wide range of social vocabulary and common idioms in writing
- Use academic vocabulary appropriate to the level in writing

Level 3 A**SPEAKING AND PRONUNCIATION III**

The focus of this course is on continuous interactive activities that allow students to engage in practical conversations, public speaking, and debates. Students will receive intensive training in the phonology of English including common contractions, reductions, deletions, and the effects of specific phonetic environments. Participants record speech production exercises and receive personal analysis and suggestions for improvement. Students will present dialogs, skits, and brief other oral presentations.

Language Objectives:

Speaking:

- Orally produce simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense

Grammar:

- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use social vocabulary and common idioms
- Use Subject and object pronouns correctly
- Use common action verbs and “to be” in the simple present, past, and future tenses.
- Use regular singular and plural nouns
- Use some common irregular singular and plural nouns
- Use appropriate subject and object pronouns
- Use possessive pronouns
- Use Basic prepositions (in, on, under, to, at)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs

Level 3 A**US HISTORY AND GOVERNMENT**

Using topics from the history of the United States and the development of its government, students will cultivate academic vocabulary. They will participate in discussions, express opinions and ask questions about readings. They will practice listening and note taking skills by experiencing short lectures and while viewing short films and videos as input. Students will learn to write essays and apply those skills in this class.

Language Objectives:

Listening:

- Differentiate between major and minor details of a talk or lecture
- Use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts)
- Demonstrate an understanding of discourse markers and academic lexis

Speaking:

- Speak using common social vocabulary and idiomatic expressions
- Use some academic language in speech
- Expand on basic ideas
- Retell, describe, narrate and expand on simple situations
- Speak using appropriate tone and inflection to express meaning
- Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 8 to 10)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 8 to 10 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Identify significant relative details in readings

Writing:

- Successfully use word order and transition words
- Write extended narrative and descriptive texts
- Revise their own work for content, organization, and word choice
- Edit their own work for sentence structure and grammar usage

(Level 3 A: US HISTORY AND GOVERNMENT, continued)

- Write with an awareness of the audience
- Employ a variety of note-taking skills
- Develop outlines
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs

Vocabulary:

- Appropriately use a wide range of academic vocabulary
- Use a variety of skills to help determine possible meanings of unfamiliar words (eg: context, roots, suffixes, affixes, part of speech)
- Use level-appropriate general and academic vocabulary including correct use of collocation patterns

Level 3 A**COMMUNITY SERVICE 3**

Students will be assigned to an office or other workplace within the community where they will use their listening and speaking skills to provide services as directed. Students at this level may also be asked to read and comprehend authentic text materials. The purpose of the experience is to provide students with real-life opportunities to use English with native speakers for a communicative purpose.

Language objectives:

Speaking:

- Students will effectively communicate with native speakers of English in the community.

Listening:

- Students will effectively comprehend aural language spoken by native speakers in the community.

Writing:

- On a daily basis, students will electronically post comprehensible journal entries.

Level 3 A**AMERICAN FILM AS LITERATURE**

Students will learn literary terms (e.g.: plot, characters, setting) in this course and identify themes using American films as a source of input. Students will apply listening skills to comprehend films and then discuss events orally. They will apply reading and writing skills as they read reviews of the films and create their own. Students will also use researching skills to locate background information about actors and topics presented in the movies they are studying.

Language Objectives:

Listening:

- Differentiate between major and minor details of a talk or lecture
- Use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts)
- Demonstrate an understanding of discourse markers and academic lexis

Speaking:

- Speak using common social vocabulary and idiomatic expressions
- Use some academic language in speech
- Expand on basic ideas
- Retell, describe, narrate and expand on simple situations
- Speak using appropriate tone and inflection to express meaning
- Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 8 to 10)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 8 to 10 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Identify significant relative details in readings

Writing:

- Successfully use word order and transition words
- Write extended narrative and descriptive texts
- Revise their own work for content, organization, and word choice
- Edit their own work for sentence structure and grammar usage

2016

(Level 3: AMERICAN FILM AS LITERATURE, continued)

- Write with an awareness of the audience
- Employ a variety of note-taking skills
- Develop outlines
- Produce a well-written, factually and mechanically correct expository essay (BENCHMARK)
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs

Vocabulary:

- Appropriately use a wide range of academic vocabulary
- Use a variety of skills to help determine possible meanings of unfamiliar words (eg: context, roots, suffixes, affixes, part of speech)
- Use level-appropriate general and academic vocabulary including correct use of collocation patterns

Level 3 A**US POPULAR CULTURE**

In this course, students will explore the elements of the phenomena of US Popular (“Pop”) culture. They will explore and create their own images, memes, videos, and games. They will also identify and discuss cultural attitudes. Students will identify, read and write about, and discuss pop culture icons, and they will learn appropriate forums for employing abbreviations commonly used by English speakers in texts and other electronic communications.

Language Objectives:

Listening:

- Differentiate between major and minor details of a talk or lecture
- Use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts)
- Demonstrate an understanding of discourse markers and academic lexis

Speaking:

- Speak using common social vocabulary and idiomatic expressions
- Use some academic language in speech
- Expand on basic ideas
- Retell, describe, narrate and expand on simple situations
- Speak using appropriate tone and inflection to express meaning
- Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 8 to 10)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 8 to 10 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Identify significant relative details in readings

Writing:

- Successfully use word order and transition words
- Write extended narrative and descriptive texts
- Revise their own work for content, organization, and word choice
- Edit their own work for sentence structure and grammar usage

(Level 3 A: US POPULAR CULTURE, continued)

2016

- Write with an awareness of the audience
- Employ a variety of note-taking skills
- Develop outlines
- Produce a well-written, factually and mechanically correct expository essay (BENCHMARK)
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs

Vocabulary:

- Appropriately use a wide range of academic vocabulary
- Use a variety of skills to help determine possible meanings of unfamiliar words (eg: context, roots, suffixes, affixes, part of speech)
- Use level-appropriate general and academic vocabulary including correct use of collocation patterns

2016

Level 3 A**WRITING III**

This course familiarizes students with the basic structure of academic expository essays. Focus will be on the process of writing (prewriting activities, revising, editing), rhetorical formats, sentence structure, and grammar and will include the development of organization skills, expansion of vocabulary, and grammatical structures.

Language Objectives:

Writing:

- Successfully use word order and transition words
- Write extended narrative and descriptive texts
- Revise their own work for content, organization, and word choice
- Edit their own work for sentence structure and grammar usage
- Write with an awareness of the audience
- Employ a variety of note-taking skills
- Develop outlines
- Produce a well-written, factually and mechanically correct expository essay (BENCHMARK)
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs

Vocabulary:

- Appropriately use a wide range of academic vocabulary
 - Use a variety of skills to help determine possible meanings of unfamiliar words (eg: context, roots, suffixes, affixes, part of speech)
 - Use level-appropriate general and academic vocabulary including correct use of collocation patterns
-

Level 4 A**AMERICAN SHORT STORIES AND POETRY**

In this course, students will prepare and internalize syntactical structures in English while applying reading skills and solidifying their listening and speaking skills. Students will read a selection of American short stories and poems, discuss them, and write about them. Through reading and presentations, students will identify and practice non-verbal language skills such as identifying intention, expressing emotion, projecting voices so that others can hear them, body movement, facial expression and appropriate gestures. They will apply appropriate reading strategies to gain greater meaning of readings and will identify academic language and complex syntax.

Language Objectives:

Listening:

- Demonstrate an awareness of register and tone
- Understand the intention of a speaker

Speaking:

- Speak comprehensibly using level-appropriate grammatical structures and vocabulary
- Demonstrate an awareness of register and tone when speaking
- Use detail and description in speech
- Effectively engage in discussions

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 10 to 12)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Read and understand
 - Complex English structures
 - A broad range of social and academic vocabulary
 - A broad range of English idioms

(Level 4 A: American Short Stories and Poetry, continued)

Grammar:

- Produce orally and in writing complex sentences (affirmative/negative) and questions using correct syntax and word order
- Correctly use gerunds and infinitives
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order in the passive voice
- Form sentences using adverbial clauses
- Appropriate use conjunctive adverbs (however, therefore) in a variety of sentences
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order with multiple adjectives
- Use an extensive variety of phrasal verbs
- Use sentences with embedded noun clauses.
- Use reported speech
- Use quoted speech

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

Level 4 A**ACADEMIC READING AND VOCABULARY**

This course focuses on the introduction of academic reading skills, with an emphasis on text conventions (bold print, sections headings, table of contents, glossary) vocabulary development, literal comprehension, and dictionary skills. Students will practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in readings. Students will apply those critical thinking skills to demonstrate understanding, paraphrase, summarize, and respond to ideas expressed in readings. In addition, students will become familiar with parts of speech, prefixes, suffixes, and roots as aids in understanding new vocabulary.

Language Objectives:**Reading:**

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 10 to 12)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Read and understand
 - Complex English structures
 - A broad range of social and academic vocabulary
 - A broad range of English idioms

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

Level 4 A**ACADEMIC WRITING AND GRAMMAR I**

This course emphasizes building skills for writing academic essays in persuasive and compare/contrast varieties. It focuses on essay expansion, modification, and the writing process. Strategies to rephrase resource text are presented and developed by writing paraphrased versions of resource text. Grammar and syntax structures are explored, identified, and practiced in this course, along with academic language.

Language Objectives:

Writing:

- Produce a well-written, factually and mechanically correct persuasive essay (BENCHMARK)
- Produce a well-written, factually and mechanically correct compare/contrast essay (BENCHMARK)
- Use sufficient vocabulary to appropriately express themselves through writing about social and academic topics
- Use a variety of sentence structures in their writing
- Write extended narrative, descriptive and persuasive texts
- Further develop note-taking skills
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing complex sentences (affirmative/negative) and questions using correct syntax and word order
- Correctly use gerunds and infinitives
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order in the passive voice
- Form sentences using adverbial clauses
- Appropriate use conjunctive adverbs (however, therefore) in a variety of sentences
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order with multiple adjectives
- Use an extensive variety of phrasal verbs

Level 4 A**CURRENT EVENTS AND JOURNALISM 4**

Students will apply listening, speaking, reading and writing skills in this course as they gather information and data to write media stories in newspaper and/or magazine formats. Students will work together to edit stories, write headlines, create layouts including photos or graphics, and may produce a class newspaper.

Language Objectives:

Listening:

- Demonstrate an awareness of register and tone
- Understand the intention of a speaker

Speaking:

- Speak comprehensibly using level-appropriate grammatical structures and vocabulary
- Demonstrate an awareness of register and tone when speaking
- Use detail and description in speech
- Deliver a well-organized, easily understood 3-minute presentation

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 10 to 12)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Read and understand
 - Complex English structures
 - A broad range of social and academic vocabulary
 - A broad range of English idioms

Writing:

- Produce a well-written, factually and mechanically correct persuasive essay (BENCHMARK)
- Produce a well-written, factually and mechanically correct compare/contrast essay (BENCHMARK)
- Use sufficient vocabulary to appropriately express themselves through writing about social and academic topics
- Use a variety of sentence structures in their writing

2016

(Level 4 A: CURRENT EVENTS AND JOURNALISM 4, continued)

- Write extended narrative, descriptive and persuasive texts
- Further develop note-taking skills
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing complex sentences (affirmative/negative) and questions using correct syntax and word order
- Correctly use gerunds and infinitives
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order in the passive voice
- Form sentences using adverbial clauses
- Appropriate use conjunctive adverbs (however, therefore) in a variety of sentences
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order with multiple adjectives
- Use an extensive variety of phrasal verbs
- Use sentences with embedded noun clauses.
- Use reported speech
- Use quoted speech

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level
-

Level 5 A**INTERNET VOCABULARY AND READING SKILLS**

In this course, students will be presented with probable academic scenarios and will use key words and create questions that will lead them to internet sites where they can locate the needed information. They will then apply appropriate reading and writing strategies to report their results, using academic referencing. Materials used in the course will employ copy from the internet and will build computer-based reading comprehension skills by pointing out text conventions frequently used in internet sources.

Language Objectives

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 12 to 14)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Comprehend a range of texts on familiar and unfamiliar social and academic topics

Writing:

- Draft search entries on the computer that yield complete and appropriate answers to academic research questions

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

Level 5 A**ACADEMIC WRITING AND GRAMMAR II**

In this course, students will continue to practice writing expository, persuasive and compare/contrast essays on a variety of topics using academic language. It will also develop students' abilities to write cause/effect essays. Writing will be used to further explore the use of grammatical structures in English.

Language Objectives:

Writing:

- Produce a variety of essays (expository, compare/contrast, persuasive) in response to a prompt
- Write a properly organized 5-point essay in response to a prompt
- Write well-developed academic notes
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Detect and edit an extensive variety of grammatical errors
- Use gerunds and infinitives at an advanced level
- Create and use 3 varieties of conditional sentences

Level 5 A**RESEARCH WRITING**

Students will learn to research and prepare a written report using appropriate academic referencing.

Language Objectives:

Writing:

- Produce a well-written factually and mechanically correct 5-page research paper on an assigned topic with proper reference citations (BENCHMARK)
- Write well-developed academic notes
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Detect and edit an extensive variety of grammatical errors
- Use gerunds and infinitives at an advanced level
- Create and use 3 varieties of conditional sentences

Level 5 A**US HISTORY AND GOVERNMENT 5**

Using topics from the history of the United States and the development of its government, students will cultivate academic vocabulary. They will participate in discussions, express opinions and ask questions about readings. They will practice listening and note taking skills by experiencing short lectures and while viewing short films and videos as input. Students will write essays about class content.

Language objectives:

Listening:

- Comprehend academic lectures

Speaking:

- Use correct grammar and vocabulary in informal conversations
- Use appropriate register for formal and informal situations

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 12 to 14)
 - Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 in order to summarize events, analyze literary elements, and apply strategies to expand vocabulary
- Comprehend a range of texts on familiar and unfamiliar social and academic topics

Writing:

- Apply appropriate note-taking strategies
- Write a properly organized 5-point essay in response to a prompt
- Write a research report including appropriate references
- Write well-developed academic notes
- Develop keyboarding skills to produce English writing using the computer
- Produce a variety of essays (expository, compare/contrast, persuasive) in response to a prompt

Grammar:

- Detect and edit an extensive variety of grammatical errors
- Use gerunds and infinitives at an advanced level
- Create and use 3 varieties of conditional sentences

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

Level 5 A**CURRENT EVENTS AND JOURNALISM 5**

Students will apply listening, speaking, reading and writing skills in this course as they gather information and data to write media stories in newspaper and/or magazine formats. Students will work together to edit stories, write headlines, create layouts including photos or graphics, and may produce a class newspaper.

Language objectives:

Listening:

- Comprehend academic lectures

Speaking:

- Use correct grammar and vocabulary in informal conversations
- Use appropriate register for formal and informal situations
- Deliver a well-organized, easily understood 5-minute presentation

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 12 to 14)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Comprehend a range of texts on familiar and unfamiliar social and academic topics

Writing:

- Produce articles and stories
- Apply appropriate note-taking strategies
- Write well-developed academic notes
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Detect and edit an extensive variety of grammatical errors
- Use gerunds and infinitives at an advanced level
- Create and use 3 varieties of conditional sentences

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

COURSE DESCRIPTIONS AND OBJECTIVES

B SESSION

Foundations B**LISTENING AND SPEAKING FOUNDATIONS**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will practice listening to and producing words, phrases, and sentences common in high-frequency situations. They will respond appropriately apply those language elements and indicating that they comprehend the main ideas of simple messages in conversations. Review and practice of the English phonetic system will be embedded into that oral/aural practice. Through interactive activities, they will practice appropriate verbal and nonverbal behavior for conversing in English.

Language Objectives

Listening:

- Comprehend common spoken words and key phrases
- Identify main ideas of simple messages and conversations
- Follow simple directions
- Comprehend simple social language

Grammar/Vocabulary:

- Aurally comprehend familiar simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Recognize differences between spoken regular singular nouns and plural ones
- Comprehend subject and object pronouns
- Comprehend possessive pronouns
- Comprehend the meaning of basic prepositions (in, on, under, to, at)
- Comprehend social vocabulary and common idioms
- Comprehend common action verbs and “to be” in the simple present, past, and future tenses

Speaking/Grammar/Vocabulary:

- Orally produce common words and phrases
- Give basic information in response to a request (grammar and pronunciation may interfere with communication)
- Orally produce appropriate simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)

2016

- Simple future tense
 - Imperative forms
- Make regular singular nouns plural
- Use appropriate subject and object pronouns
- Use possessive pronouns
- Use basic prepositions (in, on, under, to, at)
- Use social vocabulary and common idioms in context
- Orally produce appropriate simple sentences (affirmative and negative) using common action verbs and “to be” in the simple present, past, and future tenses
- Engage in a basic social conversation (BENCHMARK)
- Pronounce words in response to visual prompts (BENCHMARK)

Foundations B**READING AND VOCABULARY FOUNDATIONS**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will review basic skills necessary to become fluent and efficient readers of English. They will learn to recognize the written English alphabet in a variety of formats (hand written print, cursive writing, and typeface fonts) and will learn to attach the appropriate sounds to written graphemes (phonics). They will learn to quickly and automatically recognize high frequency words written in English.

Language Objectives

Reading: By the end of the level, students will be able to

- Read with comprehension isolated words applying appropriate phonics skills
- Read with comprehension high-frequency words
- Read and follow simple directions
- Read with comprehension simple, basic, every-day vocabulary
- Comprehend very basic ideas intended by the author of written work
- Comprehend main ideas and a few basic details from simple text, using visuals and some prior knowledge of the topic

Grammar/Vocabulary: By the end of the level, students will be able to

- Identify in written text plural nouns, subject and object pronouns, possessive pronouns and basic prepositions
- Identify in written text verbs written in simple present tense, simple past tense (regular and some common irregular verb forms), simple future tense, and imperative forms.
- Identify connected subjects and simple verbs in written text.
- Aurally and through written text, comprehend familiar simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Recognize differences between written regular singular nouns and plural ones
- Identify subject and object pronouns
- Identify possessive pronouns
- Identify the meaning of basic prepositions (in, on, under, to, at)
- Identify social vocabulary and common idioms
- Identify common action verbs and “to be” in the simple present, past, and future tenses

Foundations B**GRAMMAR AND WRITING FOUNDATIONS**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will practice and review basic grammar structures to produce and recognize familiar and simple sentences (affirmative/negative) sentences and questions using correct syntax and word order using simple tenses (present, past, and future) including regular and some common irregular verb forms. They will also use and recognize imperative verb forms.

In addition, they will practice, recognize in writing, and form written text in English using the alphabet and its corresponding sound system (phonics). They will correctly write high-frequency words and create simple sentences in English.

Language Objectives

Writing and Grammar:

- Write legible upper and lower case letters
- Correctly write high-frequency words
- Use common verbs to correctly write short simple sentences in the simple present, simple past, simple future, and present progressive tenses.
- Develop keyboarding skills to produce English writing using the computer.
- Correctly spell regular singular and plural nouns
- Use possessive pronouns correctly in written sentences
- Use basic prepositions (in, on, under, to, at) correctly in written sentences
- Identify in written text plural nouns, subject and object pronouns, possessive pronouns and basic prepositions
- Use common action verbs and “to be” in simple present tense, simple past tense (regular and some common irregular verb forms), simple future tense, and imperative forms.
- Identify connected subjects and simple verbs in written text.
- Create through written text simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Simple tense
 - Simple past tense (regular and some common irregular verb forms)
 - Simple future tense
 - Imperative forms
- Identify and appropriately use subject and object pronouns in writing
- Identify and use possessive pronouns in writing
- Use social vocabulary and common idioms in writing

Level 1 B**LISTENING AND SPEAKING**

This course is intended for students who have completed Level 1A classes but need more time in the level before progressing on to Level 2. In this course, students will practice their abilities to listen to, comprehend, and summarize basic social conversations in English. They will learn to listen to and identify the main idea of spoken social language and isolate specific details from those conversations.

In addition, students will practice correct and comprehensible pronunciation, intonation, and accent reduction. As such, this course will review and emphasize oral vocabulary production and development and correct pronunciation through the study of basic phonetic segments and intonation patterns. Speaking skills focus on identifying the events happening in a series of pictures; giving descriptions, directions, and explanations; producing common daily expressions; and participating in dialogs using common everyday language. Participants will record speech production exercises and will receive personal analysis and suggestions for improvement.

Language Objectives:

Speaking/Vocabulary:

- Speak employing new vocabulary supplied through visual activities
- Produce sufficient comprehensible speech to express meaning (grammar and pronunciation may interfere with communication)
- Retell, describe, and narrate in simple situations
- Use social vocabulary and common idioms

Level 1 B**READING AND VOCABULARY**

This course is intended for students who have completed Level 1A classes but need more time in the level before progressing on to Level 2. In this course, students will review basic decoding (phonics) and reading comprehension skills, vocabulary development, reading rate, and study skills. Students will engage in short readings designed to practice core vocabulary, literal comprehension, and grammar.

Language Objectives:

Reading:

- Read and comprehend simple text
- Apply reading strategies (ie: previewing, applying background knowledge, inferring from context) in order to comprehend high-beginner-level texts (Flesch-Kincaid grade level 2 to 4)
- Identify the main ideas of text
- Identify details that support the main idea of a paragraph

Vocabulary:

- Develop a vocabulary learning system (eg: cards, notebook, flashcards)
- Classify vocabulary by meaning groups
- Recognize words belonging to the same word family
- Use accompanying visuals to add to vocabulary base

Level 1 B**GRAMMAR AND WRITING**

This course is intended for students who have completed Level 1A classes but need more time in the level before progressing on to Level 2. In this course, students will practice and develop grammar concepts sufficient to create basic simple and compound sentences using correct word forms, word order, function words, simple and progressive tenses, spelling and punctuation. Writing will be simple declarative and descriptive in nature.

Language Objectives:

Grammar:

- Use articles (the, a, an)
- Use conjunctions
- Use contractions
- Use modals (can, may)
- Use descriptive adjectives
- Use possessive nouns (singular and plural possessives)
- Make sentences and ask questions using count/noncount nouns
- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Future tense using “going + infinitive”
 - Simple past tense (using irregular verb forms)
 - Present progressive tense
 - Past progressive tense

Writing:

- Write simple narrative and descriptive text using basic transitional words appropriately in these tenses:
 - simple present
 - present progressive
 - simple future
 - simple past tenses.
- Develop keyboarding skills to produce English writing using the computer.
- Write simple sentences using simple tenses in response to visual prompts (BENCHMARK)

Level 2 B**LISTENING AND SPEAKING**

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. In this course, students will develop intelligible speech to be applied to life skills and academic purposes. Speaking will focus on the clear pronunciation of common words and phrases, including proper stress and intonation of complete sentences.

Listening skills for both formal and informal settings, including listening skills for college study will be developed in the course. Students will listen to simple sample academic lectures and will practice note-taking skills based on them. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

Language Objectives:**Speaking and Vocabulary:**

- Speak using academic vocabulary supplied through visual activities and examples
- Use basic transition markers
- Effectively discuss topics in a group, individually, or with the instructor following basic culturally appropriate discussion strategies (turn taking, polite interrupting, agreeing/disagreeing, etc.)
- Use a wide range of social vocabulary and common idioms
- Use academic vocabulary appropriate to the level
- Students will use English idioms appropriately and with confidence
 - in oral and written communications
 - formal and informal
 - social and academic
 - in a variety of tenses (simple tenses, progressive tenses)
 - showing communicative competence (appropriate to register and tone)
 - with appropriate sentence structure
- Engage in a social conversation (BENCHMARK)
- Describe events in a series of pictures (BENCHMARK)

Listening:

- Listen to, comprehend, and summarize basic conversations on a wide variety of social topics
- Listen and identify the main idea of spoken language on a variety of social topics
- After participating in appropriate vocabulary- and schema-building activities, listen and identify the main idea of spoken language on a variety of academic topics
- After participating in appropriate vocabulary- and schema-building activities, listen and identify specific details from spoken language on a variety of academic topics

Level 2 B**READING AND VOCABULARY**

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. In this course, students will continue to develop reading automaticity to increase reading rates and fluency. They will apply decoding and sight-word skills to make predictions and will participate in activities to identify main ideas and details of writing. Students will distinguish between facts and opinions, make inferences, and practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

Language Objectives:

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 4 to 7)
- Read independently an adapted fictional story (low-intermediate level) and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Comprehend content and academic texts on familiar topics
- Relate content material to personal experiences or other prior knowledge

Vocabulary:

- Comprehend a wide range of social vocabulary and common idioms
- Comprehend academic vocabulary appropriate to the level

Level 2 B**GRAMMAR AND WRITING**

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. Students will engage in activities designed to solidify their grasp of grammar concepts necessary to create comprehensible, grammatically correct sentences in all tenses and types presented in previous levels and Section A classes.

In addition, students who successfully complete this class will be able to produce a grammatically and mechanically correct paragraph on a given topic. The writing process will be reviewed and strengthened through visual and hands-on instructional activities. Students will produce text using a variety of sentence structures, complex verb forms, modifiers, and punctuation.

Language Objectives:

Grammar:

- Form Yes/No and information (WH) questions.
- Use subject/verb agreement in sentences they produce orally and in writing.
- Use descriptive, comparative and superlative adjectives and adverbs
- Use demonstrative pronouns (this, that, these, those)
- Use conjunctions (so, yet, and, but, because, therefore, however) to create compound sentences.
- Use modals (could, should, would)
- Correct sentence fragments, run-on sentences, and comma splice errors
- Use a variety of phrasal verbs
- Distinguish between the use of “for” and “since” in time sentences (I have lived here for three years. I have lived here since 2011.)
- Form tag questions (I’m hungry, aren’t you?)

Writing:

- Write simple narrative and descriptive text using basic transitional words appropriately in the past progressive tense.
- Use some variation in register and tone when writing.
- Write basic informational text
- Use basic sentence structure correctly
- Write basic paragraphs with defined topic sentences and details
- Develop keyboarding skills to produce English writing using the computer

Vocabulary:

- Use a wide range of social vocabulary and common idioms in writing
- Use academic vocabulary appropriate to the level in writing

Level 3 B**LISTENING AND SPEAKING**

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. In this course, students will develop intelligible speech to be applied to life skills and academic purposes. Intense training in the phonology of English will continue, including common contractions, reductions, deletions, and the effects of specific phonetic environments. The speech of participants will be recorded and analyzed, providing suggestions for improvement. Students will present dialogs, skits, and brief other oral presentations. Students will discuss topics and experience short lectures (live and recorded).

Listening skills for both formal and informal settings, including listening skills for college study will be developed in the course. Students will listen to sample academic lectures and will practice note-taking skills based on them. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

Language Objectives:

Listening:

- Differentiate between major and minor details of a talk or lecture
- Use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts)
- Demonstrate an understanding of discourse markers and academic lexis

Speaking:

- Orally produce simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Speak using common social vocabulary and idiomatic expressions
- Use some academic language in speech
- Expand on basic ideas
- Retell, describe, narrate and expand on simple situations
- Speak using appropriate tone and inflection to express meaning
- Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations

Level 3 B**READING AND VOCABULARY**

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. In this course, students will continue to develop reading automaticity to increase reading rates and fluency. They intensify their practice of decoding and sight-word skills to quickly preview, skim, and scan texts and will participate in activities to summarize events and main ideas of written text. Students will identify significant and relative details in readings and will practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

Language Objectives:**Reading:**

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 8 to 10)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 8 to 10 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Identify significant relative details in readings

Vocabulary:

- Appropriately use a wide range of academic vocabulary
- Use a variety of skills to help determine possible meanings of unfamiliar words (eg: context, roots, suffixes, affixes, part of speech)
- Use level-appropriate general and academic vocabulary including correct use of collocation patterns

Level 3 B**GRAMMAR AND WRITING**

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. The course reinforces the basic structure of academic expository essays. Focus will be on the process of writing (prewriting activities, revising, editing), rhetorical formats, sentence structure, and grammar and will include the development of organization skills, expansion of vocabulary, and grammatical structures.

Language Objectives:**Writing:**

- Produce a well-written, factually and mechanically correct expository essay (BENCHMARK)
- Successfully use word order and transition words
- Write extended narrative and descriptive texts
- Write a variety of essays
- Revise their own work for content, organization, and word choice
- Edit their own work for sentence structure and grammar usage
- Write with an awareness of the audience
- Employ a variety of note-taking skills
- Develop outlines
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in
 - Present perfect tense
 - Present perfect continuous tense
- Use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions)
- Use a range of phrasal verbs
- Make basic distinctions in the use of gerunds and infinitives
- Form sentences using adjective clauses (form, meaning, who/whom/which/that/whose)
- Use modals (ought to, would like to, would rather)
- Correctly use relative pronouns (who, whom, whose, which, that)
- Use a wide variety of phrasal verbs
- Use social vocabulary and common idioms

Level 4 B**LISTENING AND SPEAKING**

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. Students will listen to social and academic lectures and presentations in order to gather information and take appropriate notes.

Students practice speaking skills such as voice projection, gestures, and facial expression in order to prepare and deliver a comprehensible and factually correct 3-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.

Language Objectives:

Listening:

- Demonstrate an awareness of register and tone
- Understand the intention of a speaker
- Differentiate between major and minor details of a talk or lecture
- Use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts)

Speaking:

- Speak comprehensibly using level-appropriate grammatical structures and vocabulary
- Demonstrate an awareness of register and tone when speaking
- Use detail and description in speech
- Speak comprehensibly using level-appropriate grammatical structures and vocabulary
- Demonstrate an awareness of register and tone when speaking
- Effectively engage in discussions
- Deliver a well-organized, easily understood 3-minute presentation (BENCHMARK)

Level 4 B**READING AND VOCABULARY**

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. This course reinforces academic reading skills, with an emphasis on text conventions (bold print, sections headings, table of contents, glossary) vocabulary development, literal comprehension, and dictionary skills. Students will practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in readings. Students will apply those critical thinking skills to demonstrate understanding, paraphrase, summarize, and respond to ideas expressed in readings. In addition, students will become familiar with parts of speech, prefixes, suffixes, and roots as aids in understanding new vocabulary.

Language Objectives:

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 10 to 12)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Read and understand
 - Complex English structures
 - A broad range of social and academic vocabulary
 - A broad range of English idioms

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level
- Use parts of speech, prefixes, suffixes, and word roots as aids in understanding new vocabulary

Level 4 B**GRAMMAR AND WRITING**

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. The course reviews and reinforces the skills required for writing persuasive and compare/contrast academic essays. It focuses on essay expansion, modification, and the writing process. Strategies to rephrase resource text are presented and developed by writing paraphrased versions of resource text. Grammar and syntax structures are explored, identified, and practiced in this course, along with academic language.

Language Objectives:

Writing:

- Produce a well-written, factually and mechanically correct persuasive essay (BENCHMARK)
- Produce a well-written, factually and mechanically correct compare/contrast essay (BENCHMARK)
- Use sufficient vocabulary to appropriately express themselves through writing about social and academic topics
- Use a variety of sentence structures in their writing
- Write extended narrative, descriptive and persuasive texts
- Further develop note-taking skills
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Produce orally and in writing complex sentences (affirmative/negative) and questions using correct syntax and word order
- Correctly use gerunds and infinitives
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order in the passive voice
- Form sentences using adverbial clauses
- Appropriately use conjunctive adverbs (however, therefore) in a variety of sentences
- Produce orally and in writing sentences (affirmative/negative) and questions using correct syntax and word order with multiple adjectives
- Use an extensive variety of phrasal verbs

Level 5 B**LISTENING AND SPEAKING**

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. Students will listen to social and academic lectures and presentations in order to gather information and take appropriate notes.

Students practice speaking skills such as voice projection, gestures, and facial expression in order to prepare and deliver a comprehensible and factually correct 5-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.

Language Objectives:

Listening:

- Comprehend academic lectures

Speaking:

- Use correct grammar and vocabulary in informal conversations
- Use appropriate register for formal and informal situations
- Deliver a well-organized, easily understood 5-minute presentation on an assigned topic (BENCHMARK)

Level 5 B**READING AND VOCABULARY**

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. In addition to print resources, materials used in the course will employ copy from the internet and will build computer-based reading comprehension skills by pointing out text conventions frequently used in internet sources.

Language Objectives

Reading:

- Apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to comprehend low-intermediate-level texts (Flesch-Kincaid grade level 12 to 14)
- Read independently authentic social and academic texts at the Flesch-Kincaid grade level of 10 to 12 and
 - Summarize events
 - Analyze literary elements
 - Apply strategies to expand vocabulary
- Comprehend a range of texts on familiar and unfamiliar social and academic topics

Vocabulary:

- Use an expanded set of social and academic vocabulary appropriate to the level

Level 5 B**GRAMMAR AND WRITING**

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. In this course, students will continue to practice writing a variety of essay types (expository, persuasive, and compare/contrast) on a variety of topics using academic language. Instruction will also expand students' abilities to write cause/effect essays as well. Writing will be used to further explore the use of grammatical structures in English

Language Objectives:

Writing:

- Produce a well-written, factually and mechanically correct 5-page research paper on an assigned topic with proper reference citations (BENCHMARK)
- Write a variety of properly organized essays (expository, compare/contrast, persuasive) in response to a prompt
- Write well-developed academic notes
- Develop keyboarding skills to produce English writing using the computer

Grammar:

- Detect and edit an extensive variety of grammatical errors
- Use gerunds and infinitives at an advanced level
- Create and use 3 varieties of conditional sentences

COURSE DESCRIPTIONS BY CONTENT AREA

A LEVEL

LISTENING COURSES

LISTENING FOUNDATIONS

This course builds the foundations for comprehending basic spoken English. Students will learn to aurally identify phonemes (segmental and suprasegmental) and vocabulary used in common set phrases and sayings (greetings, simple routine conversations, daily life expressions, etc.). Students in this course will recognize sounds and patterns in common contexts and will respond physically to simple and complex imperative language using simple oral language or actions to demonstrate their comprehension of English. This course focuses on instruction and extensive practice in listening at the word, phrase, and sentence level. The focus is on developing listening skills to comprehend verbal instructions, vocabulary in context, and the gist of ideas in sentences, monologues, and dialogs.

LISTENING I

At this level, students solidify their base of listening abilities and accumulate abundant vocabulary that will support their reading and writing skills development in this and subsequent levels. Students will understand speakers in familiar contexts and will learn to recognize stress, rhythm, and intonation patterns used in sentences and questions. Students are exposed to new grammatical concepts such as count and non-count nouns and basic sentence structures (e.g., statements versus questions).

LISTENING II

Through a wide variety of interactive activities, students in this course will further develop aural comprehension abilities for both formal and informal settings, including listening skills for college study. Students will listen to and learn note-taking skills based on simple academic lectures. Students will also use critical thinking skills to understand, paraphrase, summarize, and respond to ideas expressed by others in reading, orally, or in writing. Students develop comprehension accuracy by discussing various academic topics of interest in small and large groups. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

SPEAKING COURSES**SPEAKING FOUNDATIONS**

This course introduces students to the English phonetic system, while orally practicing words, phrases and sentences common in high-frequency situations. Students will replicate correct English sounds and form words through practicing dialogues, engaging in interactive activities, and participating in routine conversations. Conversation conventions are practiced as well as non-verbal communication skills through interactive activities. Students have the opportunity to observe and practice appropriate verbal and nonverbal behavior for conversing in English.

SPEAKING AND PRONUNCIATION I

In this course, students practice correct pronunciation, intonation, and accent reduction. This course emphasizes oral vocabulary development and correct pronunciation through the study of basic phonetic segments and intonation patterns. Students will have intensive work on recognizing and producing speech sounds including analysis of the contrasts between the phonemic inventory of the student's home language and the phonemic inventory of "standard" American English. Emphasis is on neuromuscular development of the human speech organs. Participants record speech production exercises and receive personal analysis and suggestions for improvement. Speaking skills focus on understanding and giving descriptions, directions, and explanations, and answering common daily expressions and dialogs.

SPEAKING AND PRONUNCIATION II

This course is designed to further enhance students' intelligible speech. Speaking skills will be expanded through situational activities. Students develop oral communication abilities for life skills and academic objectives by participating in a variety of classroom activities that encourage fluency and self-confidence when using English. Students will express ideas and opinions in small groups and learn to understand and react appropriately. The course emphasis is on the development of oral fluency in one-on-one and small group communication as students practice speaking strategies that help them express their ideas in sustained speaking contexts. Speaking focuses on the clear pronunciation of common words and phrases and continues the development of basic English pronunciation patterns of stress and intonation. Students will review and expand their understanding of phonological principles. Students have the opportunity to use vocabulary, syntax and new idiomatic expressions appropriate to the level for conversation. Participants record speech production exercises and receive personal analysis and suggestions for improvement.

SPEAKING AND PRONUNCIATION III

The focus of this course is on continuous interactive activities that allow students to engage in practical conversations, public speaking, and debates. Students will receive intensive training in the phonology of English including common contractions, reductions, deletions, and the effects of specific phonetic environments. Participants record speech production exercises and receive personal analysis and suggestions for improvement. Students will present dialogs, skits, and brief other oral presentations.

READING COURSES**READING FOUNDATIONS**

This course is designed to provide students with little or no English education with beginning reading skills. Students in this course will learn to recognize the written English alphabet in a variety of formats (hand written print/cursive and typeface) and will attach appropriate sounds to written graphemes. Students will practice exercises for left-to-right orientation, learn alphabet names and sounds, and learn to read basic and frequently used words in English. The focus of this course is on reading words, phrases, and sentences in short texts.

READING I

This course focuses on basic decoding and reading comprehension, vocabulary development, reading rate, and study skills. Students will learn more core vocabulary, literal comprehension, and grammar necessary to understand short readings. Students are exposed to new grammatical concepts such as count and non-count nouns and basic sentence structures (e.g., statements versus questions).

READING II

Students in this course will continue to develop reading automaticity to increase reading rates and fluency. They will apply decoding and sight-word skills to make predictions and will participate in activities to identify main ideas and details of writing. Students will distinguish between facts and opinions, make inferences, and practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

ACADEMIC READING AND VOCABULARY

This course focuses on the introduction of academic reading skills, with an emphasis on text conventions (bold print, sections headings, table of contents, glossary) vocabulary development, literal comprehension, and dictionary skills. Students will practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in readings. Students will apply those critical thinking skills to demonstrate understanding, paraphrase, summarize,

2016

and respond to ideas expressed in readings. In addition, students will become familiar with parts of speech, prefixes, suffixes, and roots as aids in understanding new vocabulary.

INTERNET VOCABULARY AND READING SKILLS

In this course, students will be presented with probable academic scenarios and will use key words and create questions that will lead them to internet sites where they can locate the needed information. They will then apply appropriate reading and writing strategies to report their results, using academic referencing. Materials used in the course will employ copy from the internet and will build computer-based reading comprehension skills by pointing out text conventions frequently used in internet sources.

WRITING COURSES**WRITING FOUNDATIONS**

This course is designed for international students who have had little or no instruction in English but are literate in their native languages. This course teaches students to recognize and write the English alphabet and its corresponding sound system (phonics). Students will also learn to recognize, decode, and write selected phonetically based vocabulary and high-frequency words. Once students have begun to master these items, they will begin to write simple sentences.

WRITING I

The focus of this course is on understanding and creating basic grammatical forms and writing simple and compound sentences using correct word forms, word order, function words, simple and progressive tenses, spelling, and punctuation. Writing will be simple declarative and descriptive in nature.

WRITING II

This course introduces students to the mechanics of paragraph writing. It teaches paragraph and sentence structure, using a step-by-step approach with varied practice. Students are guided through the writing process to produce well-organized, adequately developed, mechanically correct paragraphs. Students identify various modes of paragraph organization and develop writing fluency at the sentence and paragraph level through study and practice of compound and complex sentences. This course develops the ability to write varied, complex sentences and effective paragraphs. Emphasis is placed on appropriate use of a variety of sentence structures, complex verb forms, modifiers, and punctuation, and on the writing of sentences in context.

2016

WRITING III

This course familiarizes students with the basic structure of academic expository essays. Focus will be on the process of writing (prewriting activities, revising, editing), rhetorical formats, sentence structure, and grammar and will include the development of organization skills, expansion of vocabulary, and grammatical structures.

ACADEMIC WRITING AND GRAMMAR I

This course emphasizes building skills for writing academic essays in persuasive and compare/contrast varieties. It focuses on essay expansion, modification, and the writing process. Strategies to rephrase resource text are presented and developed by writing paraphrased versions of resource text. Grammar and syntax structures are explored, identified, and practiced in this course, along with academic language.

ACADEMIC WRITING AND GRAMMAR II

In this course, students will continue to practice writing expository, persuasive and compare/contrast essays on a variety of topics using academic language. It will also develop students' abilities to write cause/effect essays. Writing will be used to further explore the use of grammatical structures in English.

RESEARCH WRITING

Students will learn to research and prepare a written report using appropriate academic referencing.

CONTENT COURSES

THESE COURSES HAVE APPROPRIATE OBJECTIVES FOR LISTENING, SPEAKING, READING, WRITING, VOCABULARY **AND** GRAMMAR EMBEDDED IN THEM AT EACH LEVEL AS OUTLINED ON THE COURSE DESCRIPTIONS AND OBJECTIVES PAGES AT THE BEGINNING OF THIS GUIDE.

AMERICANA I

This course is designed for students to develop listening skills and basic vocabulary through engaging activities. In this course, students will experience elements of US history, geography, folklore, food, sports, music, and cultural heritage. Students will respond physically to simple and complex imperative language demonstrating their comprehension through actions.

AMERICANA II

This course is designed for students to develop listening and speaking skills, as well as vocabulary, in engaging scenarios. In this course, students will experience elements of US history, geography, folklore, food, sports, music, and cultural heritage through interactive language activities. Students will read

2016

and write basic language forms (vocabulary, simple sentences, simple descriptions, count and non-count nouns) relating to the topics presented.

AMERICAN IDIOMS AND VOCABULARY

Through engaging, real contexts, students will develop an understanding of common and essential English idioms and will use them with confidence in their own communication. Students will read and view short videos as sources of input.

COMMUNITY SERVICE 2

Students will be assigned to an office or other workplace within the community where they will use their listening and speaking skills to provide services as directed. The purpose of the experience is to provide students with real-life opportunities to use English with native speakers for a communicative purpose.

US HISTORY AND GOVERNMENT

Using topics from the history of the United States and the development of its government, students will cultivate academic vocabulary. They will participate in discussions, express opinions and ask questions about readings. They will practice listening and note taking skills by experiencing short lectures and while viewing short films and videos as input. Students will learn to write essays and apply those skills in this class.

COMMUNITY SERVICE 3

Students will be assigned to an office or other workplace within the community where they will use their listening and speaking skills to provide services as directed. Students at this level may also be asked to read and comprehend authentic text materials. The purpose of the experience is to provide students with real-life opportunities to use English with native speakers for a communicative purpose.

AMERICAN FILM AS LITERATURE

Students will learn literary terms (e.g.: plot, characters, setting) in this course and identify themes using American films as a source of input. Students will apply listening skills to comprehend films and then discuss events orally. They will apply reading and writing skills as they read reviews of the films and create their own. Students will also use researching skills to locate background information about actors and topics presented in the movies they are studying.

US POPULAR CULTURE

In this course, students will explore the elements of the phenomena of US Popular ("Pop") culture. They will explore and create their own images, memes, videos, and games. They will also identify and discuss cultural attitudes.

2016

Students will identify, read and write about, and discuss pop culture icons, and they will learn appropriate forums for employing abbreviations commonly used by English speakers in texts and other electronic communications.

DRAMA

In this course, students will prepare and internalize syntactical structures in English while applying reading skills and solidifying their listening and speaking skills. The course helps students improve their English as they get ready to perform on stage. In addition to specific language skills, students will learn such presentations skills as characterization, expressing emotion, projecting voices so that others can hear them, body movement, facial expression, learning stage directions and becoming familiar with improvisation. Students in this course will perform a series of short plays and improvisations. Classes are 2 hours long.

CURRENT EVENTS AND JOURNALISM 4

Students will apply listening, speaking, reading and writing skills in this course as they gather information and data to write media stories in newspaper and/or magazine formats. Students will work together to edit stories, write headlines, create layouts including photos or graphics, and may produce a class newspaper.

US HISTORY AND GOVERNMENT 5

Using topics from the history of the United States and the development of its government, students will cultivate academic vocabulary. They will participate in discussions, express opinions and ask questions about readings. They will practice listening and note taking skills by experiencing short lectures and while viewing short films and videos as input. Students will write essays about class content.

CURRENT EVENTS AND JOURNALISM 5

Students will apply listening, speaking, reading and writing skills in this course as they gather information and data to write media stories in newspaper and/or magazine formats. Students will work together to edit stories, write headlines, create layouts including photos or graphics, and may produce a class newspaper

COURSE DESCRIPTIONS BY CONTENT AREA**B LEVEL****LISTENING AND SPEAKING****FOUNDATIONS B**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will practice listening to and producing words, phrases, and sentences common in high-frequency situations. They will respond appropriately apply those language elements and indicating that they comprehend the main ideas of simple messages in conversations. Review and practice of the English phonetic system will be embedded into that oral/aural practice. Through interactive activities, they will practice appropriate verbal and nonverbal behavior for conversing in English.

LEVEL 1B

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. In this course, students will develop intelligible speech to be applied to life skills and academic purposes. Speaking will focus on the clear pronunciation of common words and phrases, including proper stress and intonation of complete sentences.

Listening skills for both formal and informal settings, including listening skills for college study will be developed in the course. Students will listen to simple sample academic lectures and will practice note-taking skills based on them. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

LEVEL 2B

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. In this course, students will develop intelligible speech to be applied to life skills and academic purposes. Speaking will focus on the clear pronunciation of common words and phrases, including proper stress and intonation of complete sentences.

Listening skills for both formal and informal settings, including listening skills for college study will be developed in the course. Students will listen to simple sample academic lectures and will practice note-taking skills based on them. Activities may include listening to authentic materials such as podcasts and

2016

videos, participating in discussions and debates, and taking notes on short presentations.

LEVEL 3B

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. In this course, students will develop intelligible speech to be applied to life skills and academic purposes. Intense training in the phonology of English will continue, including common contractions, reductions, deletions, and the effects of specific phonetic environments. The speech of participants will be recorded and analyzed, providing suggestions for improvement. Students will present dialogs, skits, and brief other oral presentations. Students will discuss topics and experience short lectures (live and recorded).

Listening skills for both formal and informal settings, including listening skills for college study will be developed in the course. Students will listen to sample academic lectures and will practice note-taking skills based on them. Activities may include listening to authentic materials such as podcasts and videos, participating in discussions and debates, and taking notes on short presentations.

LEVEL 4B

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. Students will listen to social and academic lectures and presentations in order to gather information and take appropriate notes.

Students practice speaking skills such as voice projection, gestures, and facial expression in order to prepare and deliver a comprehensible and factually correct 3-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.

LEVEL 5B

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. Students will listen to social and academic lectures and presentations in order to gather information and take appropriate notes.

Students practice speaking skills such as voice projection, gestures, and facial expression in order to prepare and deliver a comprehensible and factually correct 5-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.

READING AND VOCABULARY**FOUNDATIONS B**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will review basic skills necessary to become fluent and efficient readers of English. They will learn to recognize the written English alphabet in a variety of formats (hand written print, cursive writing, and typeface fonts) and will learn to attach the appropriate sounds to written graphemes (phonics). They will learn to quickly and automatically recognize high frequency words written in English.

LEVEL 1B

This course is intended for students who have completed Level 1A classes but need more time in the level before progressing on to Level 2. In this course, students will review basic decoding (phonics) and reading comprehension skills, vocabulary development, reading rate, and study skills. Students will engage in short readings designed to practice core vocabulary, literal comprehension, and grammar.

LEVEL 2B

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. In this course, students will continue to develop reading automaticity to increase reading rates and fluency. They will apply decoding and sight-word skills to make predictions and will participate in activities to identify main ideas and details of writing. Students will distinguish between facts and opinions, make inferences, and practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

LEVEL 3B

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. In this course, students will continue to develop reading automaticity to increase reading rates and fluency. They intensify their practice of decoding and sight-word skills to quickly preview, skim, and scan texts and will participate in activities to summarize events and main ideas of written text. Students will identify significant and relative details in readings and will practice strategies such as using context clues and word parts to deal with unknown words and acquire new vocabulary.

LEVEL 4B

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. This course reinforces academic reading skills, with an emphasis on text conventions (bold

2016

print, sections headings, table of contents, glossary) vocabulary development, literal comprehension, and dictionary skills. Students will practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in readings. Students will apply those critical thinking skills to demonstrate understanding, paraphrase, summarize, and respond to ideas expressed in readings. In addition, students will become familiar with parts of speech, prefixes, suffixes, and roots as aids in understanding new vocabulary.

LEVEL 5B

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. In addition to print resources, materials used in the course will employ copy from the internet and will build computer-based reading comprehension skills by pointing out text conventions frequently used in internet sources.

GRAMMAR AND WRITING**FOUNDATIONS B**

This course is intended for students who have completed Foundations A classes but need more time in the level before progressing on to Level 1. In this course, students will practice and review basic grammar structures to produce and recognize familiar and simple sentences (affirmative/negative) sentences and questions using correct syntax and word order using simple tenses (present, past, and future) including regular and some common irregular verb forms. They will also use and recognize imperative verb forms.

In addition, they will practice, recognize in writing, and form written text in English using the alphabet and its corresponding sound system (phonics). They will correctly write high-frequency words and create simple sentences in English.

LEVEL 1B

This course is intended for students who have completed Level 1A classes but need more time in the level before progressing on to Level 2. In this course, students will practice and develop grammar concepts sufficient to create basic simple and compound sentences using correct word forms, word order, function words, simple and progressive tenses, spelling and punctuation. Writing will be simple declarative and descriptive in nature.

LEVEL 2B

This course is intended for students who have completed Level 2A classes but need more time in the level before progressing on to Level 3. Students will engage in activities designed to solidify their grasp of grammar concepts necessary to create comprehensible, grammatically correct sentences in all tenses and types presented in previous levels and Section A classes.

In addition, students who successfully complete this class will be able to produce a grammatically and mechanically correct paragraph on a given topic. The writing process will be reviewed and strengthened through visual and hands-on instructional activities. Students will produce text using a variety of sentence structures, complex verb forms, modifiers, and punctuation.

LEVEL 3B

This course is intended for students who have completed Level 3A classes but need more time in the level before progressing on to Level 4. The course reinforces the basic structure of academic expository essays. Focus will be on the process of writing (prewriting activities, revising, editing), rhetorical formats, sentence structure, and grammar and will include the development of organization skills, expansion of vocabulary, and grammatical structures.

2016

LEVEL 4B

This course is intended for students who have completed Level 4A classes but need more time in the level before progressing on to Level 5. The course reviews and reinforces the skills required for writing persuasive and compare/contrast academic essays. It focuses on essay expansion, modification, and the writing process. Strategies to rephrase resource text are presented and developed by writing paraphrased versions of resource text. Grammar and syntax structures are explored, identified, and practiced in this course, along with academic language.

LEVEL 5B

This course is intended for students who have completed Level 5A classes but need more time in the level before progressing on to university-level classes. In this course, students will continue to practice writing a variety of essay types (expository, persuasive, and compare/contrast) on a variety of topics using academic language. Instruction will also expand students' abilities to write cause/effect essays as well. Writing will be used to further explore the use of grammatical structures in English.

COURSE BENCHMARKS**FOUNDATIONS**

- As scored by rubric, students will comprehensibly pronounce words in response to visual prompts. (name items in pictures)
- As scored by rubric, students will engage in a basic social conversation.

LEVEL 1

- As scored by rubric, students will write simple sentences in simple tenses in response to visual prompts.

LEVEL 2

- As scored by rubric, students will engage in a social conversation.

LEVEL 3

- As scored by rubric, students will produce a well-written, factually and mechanically correct expository essay.

LEVEL 4

- As scored by rubric, students will deliver a 3-minute oral presentation on an assigned topic employing appropriate visual and text-based supports.
- As scored by rubric, students will produce a well-written, factually and mechanically correct persuasive essay.
- As scored by rubric, students will produce a well-written, factually and mechanically correct persuasive essay.

LEVEL 5

- As scored by rubric, students will deliver a 3-minute oral presentation on an assigned topic employing appropriate visual and text-based supports..
- As scored by rubric, students will produce a well-written, factually and mechanically correct 5-page research paper on an assigned topic with proper reference citations.