

| Level | Level Description | Goals | Learning Outcomes |
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| Prep. | Students in this level have no or little English. They may be able to produce and understand short phrases related to themselves and limited concrete everyday things around them. | The main goal of this class is to teach students forms and functions that are necessary to support the development of other skills so they are able to correctly produce and understand words and simple sentences related to topics of everyday life. This class also addresses simple aspects of interpersonal and transactional functions in American culture. | By the end of this class, students will be able to produce and comprehend simple sentences, both spoken and written, utilizing vocabulary related to everyday topics. They can correctly use the grammatical forms listed in the objectives. They will also become familiar with target aspects of American culture. |
| 1 | Students in this level are able to comprehend and produce simple sentences on familiar topics. Their vocabulary is limited and oral performance is mostly listing and reactive. Their language is characterized by frequent mispronunciation, inaccurate word order, a lot of hesitation, and limited vocabulary and grammar. | The main goal of this class to teach students forms and functions necessary to produce and comprehend sentences in present, past and future. They will develop grammar, vocabulary and language functions necessary for simple interactions related to everyday social and cultural situations. | By the end of this class, students will be able to comprehend and produce simple sentences in the present, past, and future. They are also able to engage in conversations about everyday situations. They are able to use learned vocabulary and grammar to produce statements and questions based on familiar structures. |
| 2 | Students in this level are able to comprehend and produce simple sentences in different time frames. They are able to engage in simple everyday interactions, but their language is still often composed of learned phrases, lists, and recombination of known language. | The main goal of this class is to expand students' vocabulary and grammar knowledge in order to be able to create with the language across a variety of social and interpersonal topics. Students should be able to engage in natural conversations and produce language that is beyond the level of one sentence or a few incomplete, isolated sentences. | By the end of this level, students will be able to create with language in different timeframes and engage in natural, unrehearsed interactions with at-level accuracy and fluency. They will be able to carry out a variety of social and survival functions as listed in the objectives. They can use the target vocabulary and grammar in performing these functions. |
| 3 | Students in this level have acquired sufficient vocabulary, grammar, and speaking skills to carry out conversations regarding a variety of social situations. Their comprehension and | The main goal of this course is provide students with the grammar and vocabulary necessary to produce | By the end of this level, students will be able to comprehend and produce chunks of language beyond sentences |

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| | production skills extend beyond the sentence, but are still characterized by limited vocabulary, accuracy, and fluency issues. | paragraph level discourse. Students will learn to engage in discussions of topics that extend beyond their daily lives and immediate social and physical contexts, including topics about culture. They will be able to describe, narrate, and produce language in all time frames with an at-level degree of accuracy. | and short conversations. They will be able to discuss topics beyond the confines of their daily physical context and give short presentations on a variety of topics. They will also be able to demonstrate an at-level degree of fluency and accuracy, particularly with regard to such tasks as describing, narrating and comparing. They are also able to understand and discuss texts consisting of multiple paragraphs. |
| 4 | Students in this level are able to produce and comprehend paragraph-level language in different time frames. They are able to engage in discussions on a variety of topics about community and culture with at-level accuracy. Fluency may continue to be a challenge for some students. Accuracy, particularly maintaining correct tenses during longer interactions, remains to be an issue. | The main goal of this class is to help students develop more advanced fluency and accuracy skills as they engage in discussing a variety of topics from different settings, including abstract ones. In addition to engaging in classroom discussion of these topics, students will learn how to express and explain their opinions on these topics. They will also learn a variety of grammatical forms to express opinion, describe and compare people and situations, report information and describe hypothetical situations. | By the end of this class, students will be able to engage in discourse-level discussions of topics from different areas (education, health, politics, global issues, media, ads, jobs, aging, travelling, traditions, etc). They will be able to express opinion, describe and compare people and situations, report information and describe hypothetical situations during class discussions and oral presentations (10-15 minutes long). Students will demonstrate at-level usage of vocabulary and grammar. |
| 5 | Students in this level can produce discourse-level language with a variety of vocabulary and grammatical elements. Their critical thinking capacity is also limited to expressing simple opinions and providing simplistic defense of their opinions. Accuracy and organizational issues continue to persist, particularly when students produce longer stretches of language. | The main goal of this class is to help students produce, comprehend and interact with longer stretches of texts with more advanced academic vocabulary and grammatical structures. Students will be taught to produce and organize discourse level language when expressing opinions, making inferences, engaging in discussions, summarizing, and describing | At the end of this level, students will be able to demonstrate ability in comprehending, interpreting, analyzing and critically responding to written and spoken academic texts and graphs. They are able to use advanced grammatical structures and academic vocabulary, express and defend opinions, develop hypotheses, and |

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| | | graphs. | provide organized discourse level responses about familiar academic topics. |
| 6 | Students in this level can use academic vocabulary and grammatical structures to perform advanced language functions. Their accuracy and fluency are significantly improved, but may still exhibit some weaknesses. The language produced is at organized discourse level. | The main goal of this class is to help students develop academic skills that are necessary for success in a college setting. They will be engaged in discussions and analysis of different academic topics, and will develop and produce structured written and spoken presentations and responses. | By the end of this class students will be able to use advanced grammar, vocabulary and communication skills to construct an argument using academic sources, evaluate sources, make inferences, organize and deliver extended written and spoken productions, analyze information from texts and graphs, and critically respond to academic texts. |