Grammar
At all levels, pronunciation of forms and question and negative formation of tenses

**Grammar 10 Goal:** Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.

**Grammar 10 Objectives to teach:**

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with extra attention given to 3rd person singular -s
- *Be* and *have* in the present tense
- *There* + *be*
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns and possessive pronouns
- Introduction to indefinite article (a/an)

**Grammar 10 Student Learning Outcomes to formally assess:**

At the end of Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense, with extra attention given to 3rd person singular -s
- *Be* and *have* in the present tense
- *There* + *be*
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive pronouns
- Introduction to indefinite article (a/an)

**Grammar 10 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

**Grammar 20 Goal:** Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.
**Grammar 20 Objectives to teach:**

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Possessive nouns and possessive adjectives
- Object pronouns
- Present progressive
- Simple past
- Introduction to future: *will* and *be going to*
- Introduction to tangible count vs. non-count nouns and basic quantifiers
- Indefinite article (*a/an*) and introduction to definite article (*the*)
- Yes/no questions
- Basic *wh*-questions
- Adverbs of frequency (*always, sometimes, often, never, twice a week, etc.*)
- Common prepositions of place

**Grammar 20 Student Learning Outcomes to formally assess:**

At the end of Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Possessive nouns and possessive adjectives
- Object pronouns
- Present progressive
- Simple past
- Introduction to tangible count vs. non-count nouns and basic quantifiers
- Definite article (*a/an*) and introduction to indefinite article (*the*)
- Yes/no questions
- Basic *wh*-questions
- Adverbs of frequency (*always, sometimes, often, never, twice a week, etc.*)
- Common prepositions of place

**Grammar 20 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

**Grammar 30 Goal:** Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses
Grammar 30 Objectives to teach:

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Basic modals (present/future) of ability, permission, and request
- Basic future forms: will and be going to
- Count vs. non-count nouns and quantifiers
- Comparatives and superlatives, including:
  - Comparative forms of adjectives and adverbs
    - More...than
    - Less...than
    - Not as...as
    - More + nouns
- Phrasal verbs, focus on form (separable and inseparable) and function
- Basic present, past, and future time clauses

Grammar 30 Student Learning Outcomes to formally assess:

At the end of Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam: past progressive

- Simple present vs. present progressive (emphasis on non-action verbs)
- Basic modals (present/future) of ability, permission, and request
- Basic future forms: will and be going to
- Count vs. non-count nouns and quantifiers
- Comparatives and superlatives, including:
  - Comparative forms of adjectives and adverbs
    - More...than
    - Less...than
    - Not as...as
    - More + nouns
- Phrasal verbs, focus on form (separable and inseparable) and function
- Basic present, past, and future time clauses

Grammar 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 40 Goal:** Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses

**Grammar 40 Objectives to teach:**

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple past vs. past progressive
- Future forms: simple present, present progressive, will vs. be going to
- Present perfect vs. present perfect progressive
- Present/future modals of certainty, advice, obligation (including have to)
- Gerunds and infinitives, including:
  - Gerunds and Infinitives as direct objects
  - Gerunds as subject
  - Gerunds as objects of prepositions
- Adjective clauses, including:
  - Restrictive vs. non-restrictive
  - Relative pronouns (who, whom, whose, which, that)
- Expanding usage of the definite article

**Grammar 40 Student Learning Outcomes to Formally Assess:**

At the end of Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple past vs. past progressive
- Future forms: simple present, present progressive, will vs. be going to
- Present perfect vs. present perfect progressive
- Present/future modals of certainty, advice, obligation (including have to)
- Gerunds and infinitives, including:
  - Gerunds and Infinitives as direct objects;
  - Gerunds as subject
  - Gerunds as objects of prepositions
- Adjective clauses, including:
  - Restrictive vs. non-restrictive
  - Relative pronouns (who, whom, whose, which, that)
- Expanding usage of the definite article

**Grammar 40 Requirements for Promotion**
1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

**Grammar 50 Goal:** Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

**Grammar 50 Objectives to teach:**
Students will need an understanding of the form and usage as well as ample opportunities to practice the following:
- Past perfect, past perfect progressive, and future perfect tenses
- *Used to, would, be used to*
- Past time modals of regret, conclusion/speculation, obligation
- Conditionals, including:
  - True (present, future)
  - Unreal (present, future and past)
  - Use of ‘wish’ in conditionals
- Passives
- Gerunds as objects of prepositions
- Infinitives of purpose
- Adjective clauses, including:
  - Adjective clauses with expressions of quantity
  - Adjective clauses modified by *where/when*
  - Use of *which* to modify whole sentence
- Adverb clauses and related structures

**Grammar 50 Student Learning Outcomes to formally assess:**
At the end of Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:
- Past perfect, past perfect progressive, and future perfect tenses
- *Used to, would, be used to*
- Past time modals of regret, conclusion/speculation, obligation
- Conditionals, including:
  - True (present, future)
  - Unreal (present, future and past)
  - Use of ‘wish’ in conditionals
- Passives
- Gerunds as objects of prepositions
- Infinitives of purpose
- Adjective clauses, including:
  - Adjective clauses with expression of quantity
  - Adjective clauses modified by *where/when*
  - Use of *which* to modify whole sentence
- Adverb clauses and related structures

<table>
<thead>
<tr>
<th>Grammar 50 Requirements for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student must pass the class (D- or better)</td>
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<tr>
<td>2. Student must achieve 2 of 3 of the following</td>
</tr>
<tr>
<td>- Performance grade of C-minus or better in course</td>
</tr>
<tr>
<td>- Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score</td>
</tr>
<tr>
<td>- 80% or higher on cumulative final (includes only minimum objectives as listed above)</td>
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</tbody>
</table>

**Grammar 60 Goal:** Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism

**Grammar 60 Objectives to teach:**
- General review of all verb tenses with emphasis on usage over form
- Reported speech
- Passive infinitives and passive gerunds
- Causative verbs
- Progressive and passive modals (present/future and past)
- Noun clauses
- Conditionals, including:
  - Mixed conditionals
  - Replacing *if* with *only if; provided; even if; whether...or not; unless; in case
  - Omitting *if*
- Reduced adjective clauses (adjective phrases)
- Reduced adverb clauses of time, reason, contrast, concession

**Grammar 60 Student Learning Outcomes to formally assess:**
At the end of Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- General review of all verb tenses with emphasis on usage over form
- Reported speech
- Passive infinitives and gerunds
- Causative verbs
- Progressive and passive modals (present/future and past)
- Noun clauses
- Conditionals, including:
  - Mixed conditionals
  - Replacing if with only if; provided; even if; whether…or not; unless; in case
  - Omitting if
- Reduced adjective clauses (adjective phrases)
- Reduced adverb clauses of time, reason, contrast, concession

**Grammar 60 Requirements for Exit/Certificate**

Student must achieve all of the following

- Performance grade of B-minus or better in course
- Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
- 80% or higher on cumulative final (includes only minimum objectives as listed above)

**Decision Process**

<table>
<thead>
<tr>
<th>Other Exit Criteria</th>
<th>Teacher Recommend.</th>
<th>Exit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes on all requirements</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Poor grade in class + 80% or higher on final</td>
<td>No</td>
<td>SC Reviews</td>
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