On the following pages you can find the objectives, outcomes and promotion criteria for each skill and level. Please note that the objectives must be covered in each class, but are not necessarily tested in a traditional way, and, thus, cannot be expressed as an outcome. In some skills and levels, there are extra optional objectives. The different objectives are noted below.

To clarify, an objective is “a specific curricular element taught through course content and activities. The course objectives guide instruction in order to provide a learning experience for all students and in aggregate address the course goals.” A student learning outcome “must be written in terms of observable and measurable language skills. They provide the foundation for assessment by implying what will be assessed and appropriate methods of assessment.”

Below are the objectives to be covered in each level. The learning outcomes are based on the objectives. Students will be tested on the outcomes and in the course syllabus, should be informed that they should be able to demonstrate ability in those areas, and mastery is required in order to be promoted. The student reports will only have the outcomes listed. Some objectives are optional (noted below), and some are required, but not easily assessable.

Students need to be proficient in the skills taught in previous levels
Grammar
Starting in GM20, instruction of verb tenses includes negative and question forms.

<table>
<thead>
<tr>
<th>Grammar 10 Goal:</th>
<th>Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar 10 Objectives to teach:</strong></td>
<td>Students will need an understanding of the form and usage as well as ample opportunities to practice the following:</td>
</tr>
<tr>
<td></td>
<td>• Simple present tense, with extra attention given to 3rd person singular -s</td>
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<td></td>
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<td>• Possessive adjectives</td>
</tr>
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<td></td>
<td>• Basic use of indefinite article (a/an)</td>
</tr>
<tr>
<td></td>
<td>• Basic prepositional phrases of time (in the morning; at night, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Introduction to wh- questions (not an SLO)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<td>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:</td>
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<th>Grammar 10 Requirements for Promotion</th>
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<td>1. Student must pass the class (D- or better)</td>
</tr>
<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>
</tr>
</tbody>
</table>
**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:** (Instruction of verb tenses includes negative and question forms)

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

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions
- *Wh-* question form in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week,* etc.
- Pronouns:
  - subject
  - object
  - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers: *some, any, (how) much, (how) many*
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- 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:

- Simple present tense
- Present progressive
- Simple past
- *Wh-* question form in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week,* etc.
- Pronouns:
  - subject
  - object
  - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers: *some, any, (how) much, (how) many*
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- 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

*(Instruction of verb tenses includes negative and question forms)*

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)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: will and be going to
- Phrasal verbs, *focus on form* (separable and inseparable) and *meaning* (*list available on s:drive*)
- Basic modals and modal phrases (present/future):
  - *ability*: can, be able to
  - *permission*: can, could, may
  - *request*: can, could, would, would you mind
- Article usage with count and non-count nouns
- Quantifiers: (too) much, (too) many, a little, a few, a lot
- Comparative and superlative adjectives and adverbs, including the following structures:
  - *more...than*
  - *less...than*
  - *(not) as...as*
  - *more + nouns*
- Basic present, past, and future time clauses with the following adverbs: while, when, as soon as, after, before

### 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:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: will and be going to
- Phrasal verbs, focus on form (separable and inseparable) and meaning (*list available on s:drive*)
- Basic modals and modal phrases (present/future):
  - *ability*: can, be able to
  - *permission*: can, could, may
  - *request*: can, could, would, would you mind
- Article usage with count and non-count nouns
- Quantifiers: (too) much; (too) many; a little; a few; a lot
Comparative and superlative adjectives and adverbs, including the following structures:
- more...than
- less....than
- (not) as....as
- more + nouns

Basic present, past, and future time clauses with the following adverbs: while; when; as soon as; after; before

**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**: (Instruction of verb tenses includes negative and question forms)

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 and review of future time clauses
- Present perfect with emphasis on the following uses:
  - on-going conditions or actions with for and since
  - indefinite including use of: yet; already; ever; never
  - multiple past experiences (twice; three times, etc.)
- Present perfect progressive for habitual actions with for and since
- Modals and modal phrases of certainty, advice, obligation (present/future):
  - certainty: could; might; may
  - future expectation: should; ought to
  - advice: could; should; ought to; had better
  - obligation: must; have to
- Expanding usage of definite article:
  - geographical names
  - second mention
  - unique/specific entity
- Quantity expression with of: (each/every) one of; many/much of; a lot of; several of; a great deal of
- Gerunds and infinitives, including:
  - gerunds as subjects
  - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns (who, whom, whose, which, that)
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 and review of future time clauses
- Present perfect with emphasis on the following uses:
  - on-going conditions or actions with for and since
  - indefinite including use of: yet; already; ever; never
  - multiple past experiences (twice; three times, etc.)
- Present perfect progressive for habitual actions with for and since
- Modals and modal phrases of certainty, advice, obligation (present/future):
  - certainty: could; might; may
  - future expectation: should; ought to
  - advice: could; should; ought to; had better
  - obligation: must; have to
- Expanding usage of definite article:
  - geographical names
  - second mention
  - unique/specific entity
- Quantity expression with of: (each/every) one of; many/much of; a lot of; several of; a great deal of
- Gerunds and infinitives, including:
  - Gerunds as subjects
  - Gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns (who, whom, whose, which, that)

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:** (Instruction of verb tenses includes negative and question forms)

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

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*)
- Past perfect vs. past perfect progressive (*before; after; by the time*)
- *Used to, would, be used to*
- Passives, including:
  - form and function of passive sentences
  - passive verb forms for simple, progressive and perfect tenses
  - use of get in passive sentences
  - participial adjectives
- Past time modals/modal expressions (including negative forms):
  - regret: *should have; ought to have*
  - conclusion: *could have; may have; might have; must have*
  - obligation: *had to*
  - ability: *could; was/were able to*
  - expectation: *was/were supposed to*
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- Gerunds and infinitives:
  - gerunds as objects of prepositions
  - infinitives of purpose with in order to
- Conditionals:
  - real/true (present, future)
  - unreal (present, future and past)
  - Use of *wish* and *hope* in conditionals
- Adverb clauses and related structures, emphasis on usage of subordinators:
  - time
  - cause and effect
  - contrast
  - direct contrast
- Adjective clauses, including:
  - adjective clauses with expressions of quantity
  - adjective clauses modified by *where/when*
  - use of *which* to modify whole sentence
**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:

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*)
- Past perfect vs. past perfect progressive (*before; after; by the time*)
- *Used to, would, be used to*
- *Passives, including:*
  - Form and function of passive sentences
  - Passive verb forms for simple, progressive and perfect tenses
  - Use of *get* in passive sentences
  - Participial adjectives
- *Past time modals/modal expressions (including negative forms):*
  - regret: *should have; ought to have*
  - conclusion: *could have; may have; might have; must have*
  - obligation: *had to*
  - ability: *could; was/were able to*
  - expectation: *was/were supposed to*
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- *Gerunds and infinitives:*
  - Gerunds as objects of prepositions
  - Infinitives of purpose with in order to
- Conditionals:
  - real/true (present, future)
  - unreal (present, future and past)
  - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures, emphasis on usage of subordinators:
  - time
  - cause and effect
  - contrast
  - direct contrast
- Adjective clauses, including:
  - adjective clauses with expressions of quantity
  - adjective clauses modified by *where/when*
  - use of *which* to modify whole sentence

**Grammar 50 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 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: (Instruction of verb tenses includes negative and question forms)

• General review of verb tenses:
  o simple present (including future meaning)
  o present progressive (including future meaning)
  o simple past
  o past progressive
  o present perfect/present perfect progressive
  o past perfect/past perfect progressive
  o will and be going to
  o future progressive
  o future perfect/future perfect progressive
• Causative verbs
• Progressive and passive forms of previously covered modals (present/future and past—including negative forms):
  o advisability
  o certainty/conclusion
  o obligation
• Passive infinitives and passive gerunds
• Conditionals, including:
  o Mixed conditionals
  o Replacing if with only if; provided; even if; whether...or not; unless; in case
  o Omitting if
• Reduced adjective clauses (adjective phrases)
• Reduced adverb clauses:
  o time
  o reason
  o contrast
  o concession
• Noun clauses
• Reported Speech
• Parallelism and correlative conjunctions
English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 6/2018

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 verb tenses:
  - simple present (including future meaning)
  - present progressive (including future meaning)
  - simple past
  - past progressive
  - present perfect/present perfect progressive
  - past perfect/past perfect progressive
  - will and be going to
  - future progressive
  - future perfect/future perfect progressive

- Causative verbs

- Progressive and passive forms of previously covered modals (present/future and past—including negative forms):
  - advisability
  - certainty/conclusion
  - obligation

- Passive infinitives and passive gerunds

- 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:
  - time
  - reason
  - contrast
  - concession

- Noun clauses

- Reported Speech

- Parallelistism and correlative conjunctions

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>
</tr>
<tr>
<td>Poor grade in class + 80% or higher on final</td>
<td>No</td>
<td>SC Reviews</td>
</tr>
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</table>