

<b>Returnees' Course Design and Can-Do List: Four Skills Course (3 classes per week)</b>			
	Contents & Textbooks	Goals (Descriptive)	Examples that signify the achievement for each grade
Jr.1	<p>Teacher's Name</p> <p>John Healey</p> <p><i>Active Skills for Reading 3</i></p> <p><i>Reading Explorer 2</i></p> <p>Newspaper Articles Book Report Debate</p>	<ul style="list-style-type: none"> <li>● to review basic grammar</li> <li>● to expand comprehension of various topics and themes using relevant vocabulary</li> <li>● to reinforce all of the above through reading, writing and discussion</li> <li>● to focus on and improving speaking ability by introducing student presentations</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● correctly use various tenses, ex: present vs. present continuous, simple past vs. present perfect / past continuous / past perfect / present perfect continuous, future. Also, tag questions, comparatives.</li> <li>● use new vocabulary in comprehension activities; identify main ideas, summarize and give opinions on various topics in readings and documentaries.</li> <li>● present a book report.</li> <li>● use debate format in small-group debates.</li> <li>● using TOEFL Intermediate level materials to improve reading comprehension, writing and articulate speaking skills. TOEFL ITP level Bronze (433-542 points)</li> </ul>
Jr.2	<p>Teacher's Name</p> <p>John Presley</p> <p><i>Active Skills for Reading 3</i></p> <p><i>Reading Explorer 3</i></p>	<ul style="list-style-type: none"> <li>● to introduce new themes and ideas in English</li> <li>● to expand the student's comprehension and vocabulary of these ideas</li> <li>● to give them more opportunities to discuss and express their opinions about these themes (mainly natural world themes)</li> </ul>	<ul style="list-style-type: none"> <li>● in class group readings to work on pronunciation of new words</li> <li>● discussions to get them thinking, usually with some follow up writing to help them cement their ideas example: UNIT 1, the teenage brain and addiction → vocab related to the topic and discussion of social issues related to the topic. Reading comprehension and Q&amp;A to get them thinking.</li> <li>● using TOEFL materials to improve reading comprehension and articulate speaking skills. TOEFL ITP level Silver (543-619 points)</li> </ul>
Jr.3	<p>Teacher's Name</p> <p>Amy Cordell</p> <p><i>American English File 4</i></p>	<ul style="list-style-type: none"> <li>● to improve communication, presentation and team work skills</li> <li>● to encourage critical thinking</li> <li>● to build vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Project based learning by: discussing and thinking critically about current events, the education system and topics of the students' choice</li> <li>● Projects include: debate, leading class discussion, pair and individual presentations, making your ideal school and formulating opinions about current events</li> <li>● We're aiming for TOEFL ITP level Gold (620-677 points).</li> </ul>

<b>Returnees' Course Design and Can-Do List: Writing Course (1 class per week)</b>			
	Contents & Textbook	Goals (Descriptive)	Examples that signify the achievement for each grade
Jr-1	<p>Teacher's Name</p> <p>Trevor Coombes</p> <p><i>Weaving It Together 2</i> (most chapters)</p>	<ul style="list-style-type: none"> <li>● paragraph structure: topic and closing sentences</li> <li>● expanding into short essays of three or more paragraphs</li> <li>● writing informative essays, how to write introductions and conclusions, how to write a personal narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph building will be central to the first term. Students will organize information into paragraphs and begin to learn how to connect several paragraphs smoothly.</li> <li>● Students will also present speeches they have written on a variety of topics, including people they have interviewed, places they have visited, and explanations of the step by step processes of various activities.</li> </ul>
Jr-2	<p>Teacher's Name</p> <p>Amy Cordell</p> <p><i>Weaving It Together 3</i> (Chapters 1-4)</p>	<ul style="list-style-type: none"> <li>● to teach students the parts of an essay (a reinforcement of what they learned in Jr-1)</li> <li>● to teach students how to write specific types of essays – e.g. descriptive, narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Students will learn about thesis statements and how to write essay introductions, main body paragraphs and conclusions. Then they will practice by writing short 5 paragraph essays.</li> <li>● Students will study examples of particular types of essays and then practice by writing their own essays.</li> <li>● Students will do vocabulary exercises to increase their repertoire of words.</li> </ul>
Jr-3	<p>Teacher's Name</p> <p>Trevor Coombes</p> <p><i>Weaving It Together 3</i> (Chapters 5-8)</p>	<ul style="list-style-type: none"> <li>● to teach students how to write three to five paragraph essays on various topics with particular attention to format</li> <li>● to practice different types of writing register (academic, casual, summative, etc.)</li> <li>● to develop writing fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Students will write three to five paragraph essays on self-determined topics in four types: compare &amp; contrast, argumentative, cause &amp; effect, and personal narrative.</li> <li>● Students will carry out timed writing exercises.</li> <li>● Students will write five essays per year, plus five essay exams in class.</li> <li>● Students will write references in APA style.</li> </ul>