

## Curriculum Design/ Student Learning Outcomes

### Section 1: Grammar/Writing

### Section 2: Reading

### Section 3: Listening/Culture

### CP: Speaking

Date		Teaching Outline & Theme	Learning Outcomes	Field Trip (TBA)
Teaching Day 1 08/05 Monday	<b>Morning</b> Northstar 2 Unit 2 (R/W)	- Building teacher and student rapport - Self-introductions: warm up activities - Introduction to home. Introduction to self. Introduction to hobbies.	After successful completion of this session, students: <ul style="list-style-type: none"> <li>• Demonstrate a basic understanding of formal/informal greetings and their appropriate usage in context.</li> </ul>	Tour of the UT campus  Welcome dinner/lunch
	<b>Afternoon</b> GRAM: Ch.1	- Progress test - This test will be followed up on 8-29 with the second part of the progress test for comparative measures.		
Teaching Day 2 08/06 Tuesday	<b>Morning</b> Northstar 2 Unit 2 (S/L)	- Contextualized English learning: Describing likes/dislikes. - Grammar/Writing: Discussing art in regards to personal opinion. - Review all basic parts of grammar.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>• Understand/deliver simple formal/informal greetings.</li> <li>• Understand &amp; answer basic questions about people's likes and dislikes/hobbies.</li> <li>• Organize ideas in a chart</li> <li>• Make and confirm predictions. Make inferences.</li> <li>• Demonstrate an understanding for vowel and consonant relationship to English language learning.</li> <li>• Identify Main ideas.</li> <li>• Grammar: Recognize the simple present, past and future tense.</li> </ul>	Grocery store visit.
	<b>Afternoon</b>	- Reading: discerning a person's opinion (likes/dislikes) from word choice. Choosing words that help decide the tone of the reading.		

		- Listening: watch video on English greetings and conversation. Introductory vowel and consonant discussion.		
<b>Teaching Day 3</b> 08/07 Wednesday	<b>Morning Northstar Unit 2: 2</b>	- Contextualized English learning: - Introducing yourself to new people. Meeting your friends' friends. New friendship etiquette. - English Pronunciation: Vowel focus (A, E, I, O, U)	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Identify main ideas, supporting details in short reading materials.</li> <li>● Give straightforward opinions on subjective material.</li> <li>● Support opinions (likes/dislikes) of subjective material through additional details as a form of extra support.</li> <li>● Express various levels of agreement and disagreement.</li> <li>● Give short descriptions of items, events, and opinions.</li> <li>● Reflect on current forms of media that are popular in the United States.</li> <li>● Demonstrate an understanding of control for vowel-sounds.</li> <li>● Grammar: demonstrate correct use of simple present, past and future tense.</li> </ul>	Toledo Museum of Art
	<b>Afternoon</b>	- Reading: American art forms and popular media. - Vocabulary for art related topics. - Grammar/Writing: Differences in art between home country and America. Writing about likes/dislikes with subjective materials. Supporting opinions. - Use of certain grammar to persuade and to support - Adjectives - 'to be' verbs to show confidence.		
<b>Teaching Day 4</b> 08/8 Thursday	<b>Morning</b>	- Contextualized English learning/Culture: School life in the U.S - College onward. - How students do school in America - schedule - extracurricular activities. Vocabulary for college.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Demonstrate stronger vowel sound control.</li> <li>● Write stronger support for opinionated pieces.</li> <li>● Recognize a comparison/contrast piece of reading.</li> <li>● Learn how to write comparison/contrastive piece.</li> <li>● Create writing about time/schedule</li> <li>● Use certain grammar to improve writing.</li> <li>● Make simple comparisons between two things.</li> <li>● Understand and use the basic writing process: brainstorming, drafting, revising, and finalizing</li> <li>● Grammar: Recognize the Present, past, and future continuous tenses.</li> </ul>	Excursion to Wildwood Park
	<b>Afternoon</b>	- Writing in English: Comparing/Contrasting English and Home school lives. Opinion writing - likes and dislikes. Using nouns/adjectives/verbs in writing opinion pieces. - Discussion of writing. - Review of vowel sounds (A, E, I, O, U) - Conversation partner (speaking-centric activity).		

Teaching Day 5 8/9 Friday	Morning	<b>Wildwood Park Excursion Assignment:</b> Compare and contrast wildlife and park life in the United States and at home. Write reflective piece.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Reflect on experiences in a comparative format.</li> <li>● Demonstrate correct use of the present, past and future continuous tenses.</li> </ul>	
	Afternoon	- <b>Review: learned vocabulary &amp; pronunciation rules</b>	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Recognize and utilize skills learned on day 1 to 4.</li> <li>● Understand structure &amp; organization of American museums</li> <li>● Understand the basics of school life in America</li> <li>● Understand basic greetings/introductions/etiquette.</li> <li>● Demonstrate an understanding for the relationship between simple and continuous tenses.</li> </ul>	
<b>First Weekend</b>	<b>Students spend weekend with homestay families.</b>			
Teaching Day 6 8/12 Monday	Morning Northstar (S/L) 2:3	- Contextualized English: Shopping and placing orders. - English pronunciation: Review of consonant sounds.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Confidently place an order at a restaurant/learn to ask for items in a grocery store/shopping center.</li> <li>● Recognize the different bills, coins, and common forms of payment used in the United States.</li> <li>● Demonstrate an understanding and basic control of core consonant sounds.</li> <li>● Demonstrate an understanding of central money habits in the United States.</li> <li>● Compare products/services</li> <li>● Grammar: Understand Noun Groups.</li> </ul>	Bubble Tea Social
	Afternoon Northstar 2:3 (R/W)	- Reading in English: Making and spending money in the United States. Vocabulary list for monetary concerns. - Activity: United States money. Coins, dollars, credit cards, and other forms of payment practice. Mock shopping assignment.		
Teaching Day 7 8/13 Tuesday	Morning GRAM: Ch.2	- Contextualized English learning in real-life circumstances: Spending and making money in the United States. - English pronunciation: Utilizing current vowel/consonant sound knowledge with spelling discrepancies.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Analyze and apply knowledge of value amounts of money in the United States.</li> <li>● Demonstrate a stronger control of consonant sounds.</li> <li>● Practice current knowledge of shopping and placing orders by using that knowledge in a practical setting.</li> <li>● Ask and answer questions about money.</li> <li>● Create a reflective piece of contrastive writing.</li> <li>● Demonstrate an understanding for vocabulary specific to monetary situations.</li> <li>● Demonstrate an understanding for count/non-count nouns and how to use them.</li> </ul>	
	Afternoon	- Writing in English: What is considered a lot of money in the United States? Reflection of spending habits in the United States. Grammar: Using adjectives and adverbs to describe things in detail.		

		- Activity: Bubble Tea Social - ordering your own bubble tea.		
Teaching Day 8 8/14 Wednesday	Morning Northstar (S/L) 2:1	- Contextualized English learning: Discussing money in America. Levels of wealth. Jobs and payments. - Reading: text about the most unique jobs in America. - Students should begin to recognize patterns of spelling and pronunciation. - Vocabulary: Restaurant	After successful completion of this session, students can: ● Demonstrate a basic understanding of jobs, job titles, payment, and levels of wealth in the United States. ● Apply monetary knowledge to practical situations. ● Make/respond to suggestions.  ● Demonstrate an understanding of descriptive writing for a purpose: using adjectives and adverbs ● Use restaurant-specific language to place an order. Demonstrate an appropriate understanding of vocabulary. ● Organize ideas	“Taste of Toledo” Secor and Central.
	Afternoon Northstar (R/W) 2:1	- Writing: Food choices that differ in America and home country. Writing a descriptive piece about the food choices in America and other countries. - Activity: Ordering your own food at “Taste of Toledo”		
Teaching Day 9 8/15 Thursday	Morning	- Contextualized English: Culture and paying in America. Being invited out by friends, birthday parties, spending money with others, etc. - English pronunciation: Spelling groups/pronunciation groups review and practice. - Writing: Customs for payment when in a group comparison between America and home country.	After successful completion of this session, students can: ● Identify appropriate customs when in a familiar setting regarding monetary issues. ● Write a basic description of experience, feelings, and reactions, given a model. ● Engage in an interactive conversation with local people (International students). ● Apply previous knowledge on greetings/introductions to familiar circumstances. ● Edit/revise ideas for writing. (2:3) ● Write a basic paragraph. ● Grammar: Understand and demonstrate appropriate uses of primary modals.	International Students Party
	Afternoon	- Reading in English: Discovering & enjoying beautifulness - Activity: International Students’ Party		
Teaching Day 10 08/16 Friday	Morning	- Review: learned vocabulary, reading, and writing skills. - Review: How to make a presentation. - Body language. Eye contact. - Formal presentation guidelines.	After successful completion of this session, students can: ● Enhance skills learned in teaching day 6 to teaching day 9 ● Create a simple presentation on a familiar topic naturally without preparation ● Demonstrate an appropriate reflection of previous topics.	

	<b>Afternoon</b>	- Speaking: Students do an oral presentation with limited preparation on an opinionated money topic.		
<b>2<sup>nd</sup> weekend</b>	<b>Spend With Host Families</b>			
<b>Teaching Day 11</b> <b>8/19</b> <b>Monday</b>	<b>Morning (S/L) 2: Unit 5</b>	<p>Contextualized English learning: Food and nutrition in the United States.</p> <ul style="list-style-type: none"> <li>- What do we like to eat? How often, how much do we spend, where are the differences between America and the home country? How do we invite people out?</li> <li>- Reading: Fast food and eating in America. Vocabulary list: food and nutrition list.</li> </ul>	<p>After successful completion of this session, students can:</p> <ul style="list-style-type: none"> <li>● Understand culturally significant American cuisine.</li> <li>● Express feelings and positive/negative opinions in simple terms without preparation.</li> <li>● Demonstrate a basic understanding of eating habits and patterns in the United States.</li> <li>● Create a piece of writing that reflects knowledge of English vocabulary according to a certain subject.</li> <li>● Ask for and give advice.</li> <li>● Ask for clarification/repetition.</li> <li>● Write with contrast.</li> <li>● Revise ideas to improve paragraph quality.</li> <li>● Grammar: Recognize the Present, Past, and Future Perfect tenses.</li> </ul>	
	<b>Afternoon R/W 2: Unit 5</b>	<ul style="list-style-type: none"> <li>- English pronunciation: Tone and pitch, intonation introduction. Review word lists for spelling/pronunciation.</li> <li>- Activity: creating a newspaper column about health and activity, eating.</li> <li>- Writing: review eating habits and practices worldwide, using vocabulary to describe thoughts and opinions.</li> </ul> <p>Grammar: The basic sentence structure. Building a topic sentence.</p>		
<b>Teaching Day 12</b> <b>8/20</b> <b>Tuesday</b>	<b>Morning Northstar 3 Unit 1 (L/S)</b>	<p>Contextualized English: popular sports in the U.S. The position of sports in schools, work, and everyday life. Position of sports in relation to money and jobs.</p> <p>Writing: A reflective piece about sports and likes/dislikes and similar opinions about how important sports is to everyday life.</p> <ul style="list-style-type: none"> <li>- Writing: The supporting details and the conclusive details.</li> </ul>	<p>After successful completion of this session, students can:</p> <ul style="list-style-type: none"> <li>● Infer opinions, implied meaning, in a text or lecture according to tone of voice.</li> <li>● Understand cause and effect relationships in a structured text.</li> <li>● Give simple reasons to justify a viewpoint on a familiar topic.</li> <li>● Demonstrate a basic understanding and recognition of intonation and its effects on speech.</li> <li>● Demonstrate an understanding of the components of a basic paragraph.</li> <li>● Use reasoning to agree/disagree</li> </ul>	<b>Sports Day: Xinren</b>

		Learning how to support a thought or an idea and how all of these work with one cohesive paragraph.	<ul style="list-style-type: none"> <li>● Demonstrate appropriate formulation and use of present, past, perfect tense.</li> </ul>	
	<b>Afternoon</b> <b>Northstar 3</b> <b>Unit 1 (R/W)</b>	<p>Discussion/Video: Sports around the world. Sports reactions around the world. Why are sports to important?</p> <p>Reading: read articles about why people enjoy sports. Read articles and entries from football players and otherwise.</p> <p>Vocabulary: Sports and board/card vocabulary.</p> <p>- Activity: Rec Center Day + Reflection.</p>		
<b>Teaching</b> <b>Day 13</b> <b>8/21</b> <b>Wednesd</b> <b>ay</b>	<b>Morning</b>	<p>- Contextualized English: Family life in the United States. Common features that differ between countries.</p> <p>- English pronunciation: Targeted pronunciation practice (according to learning objective completion). Review of word lists, vowels, and consonants.</p>	<p>After successful completion of this session, students can:</p> <ul style="list-style-type: none"> <li>● Recognize common pronunciations of spelling clusters. Understand the basics of English pronunciation and more confidently deliver sounds.</li> <li>● Identify and analyze cause &amp; effect and comparative &amp; contrast relationships in discussion of a familiar topic.</li> <li>● Give a clear and informative description presentation with some preparation.</li> <li>● Demonstrate an ability to give basic instructions in a clear and concise format.</li> <li>● Demonstrate a strong understanding of Present, Past, and Future perfect tense.</li> </ul>	
	<b>Afternoon</b>	<p>- Reading: read through instructions for basic dishes in popular American food. Go through the format for delivering instructions. Assess the format for giving directions.</p> <p>- Activity: Current host family reflection. Differences between home life in the United States and in the home country.</p>		
<b>Teaching</b> <b>Day 14</b> <b>8/22</b> <b>Thursday</b>	<b>Morning</b>	<p>- Contextualized English: Giving directions/instructions and taking directions/instructions.</p> <p>- Writing in English: Summarizing and outlining. How to shorten ideas into concise language. Practice writing instructions, summaries, and outlines.</p>	<p>After successful completion of this session, students can:</p> <ul style="list-style-type: none"> <li>● Summarize short written passages based on original ordering and words.</li> <li>● Create an outline answering wh- questions to gather information.</li> <li>● Maintain an active communication with the audience during presentation.</li> <li>● Demonstrate an ability to take basic instruction and copy it down/follow it.</li> </ul>	

	<b>Afternoon</b>	<ul style="list-style-type: none"> <li>- Activity: Write up descriptive instructions to your favorite dish in your home country.</li> <li>- Academic presentation in English: Explaining the descriptive instructions to dish.</li> <li>- Activity: Blindfolded instruction test. Leading people to appropriate item.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate an ability to give basic instruction.</li> <li>● Create a list of directions/instructions that others can accurately decipher/follow.</li> <li>● Recognize: the relationship between simple, continuous, and perfect tenses.</li> </ul>	
<b>Teaching Day 15</b> <b>8/23</b> <b>Friday</b>	<b>Morning</b>	- Review: learned vocabulary, reading, and writing skills. Review speech patterns learned for tone, pitch, variation, etc.	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Enhance skills that were learned in teaching day 11 to teaching day 14</li> <li>● Demonstrate an ability for understanding the difference between tag questions, clarification questions, and informative questions.</li> <li>● Ask clarification questions if not understanding information presented for the first time</li> </ul>	Dinner/lunch trip in a formal restaurant  Trip to a sport event
	<b>Afternoon</b>	- Review of clarification and repetition questions, introduction to tag questions and other spoken devices.		
<b>3<sup>rd</sup></b> <b>weekend</b>	<b>Excursion to Great Lakes Crossing Mall</b>			
<b>Teaching Day 16</b> <b>08/26</b> <b>Monday</b>	<b>Morning</b> <b>S/L Book 2</b> <b>Unit 7</b>	<ul style="list-style-type: none"> <li>· Contextualized English: Doctor and emergency visits. Vocabulary: body parts and major concerns. Culturally related doctor concerns.</li> <li>· English pronunciation: Review tone of voice and practice tone of voice. Review vowels and consonant sounds from previous weeks.</li> </ul>	After successful completion of this session, students can: <ul style="list-style-type: none"> <li>● Express belief, opinion, agreement, and disagreement politely.</li> <li>● Edit and revise writing for content, language, and conventions.</li> <li>● Engage in basic academic discussion, including asking and answering basic questions and presenting ideas.</li> <li>● Demonstrate an ability to write simple paragraphs.</li> <li>● Demonstrate an understanding of how basic paragraphs turn into entire essays.</li> <li>● Make educated opinions with little preparation.</li> <li>● Demonstrate an understanding of basic warning signs, notifications, and other health and nutrition-related items.</li> </ul>	
	<b>Afternoon</b> <b>R/W Book 2</b> <b>Unit 7</b>	<ul style="list-style-type: none"> <li>- Reading: Warning labels, food labels, and other manners of nutrition, food, and health notifications on packets.</li> <li>- What is an inference?</li> <li>- Writing in English: review the basic structure of an essay.</li> </ul>		

		Compare to the basic structure of a paragraph.		
<b>Teaching Day 17</b> <b>8/27</b> <b>Tuesday</b>	<b>Morning</b> <b>S/L Book 2</b> <b>Unit 7</b>	<p>- Contextualized English: Other games that Americans play (not sports). Other ways that people in America spend freetime/hobbies. Review of different (popular) types of games in the US.</p> <p>Reading: Popular short stories in and around America. Fables. Wives tales. Superstitions and otherwise.</p>	<p>After successful completion of this session, students can:</p> <ul style="list-style-type: none"> <li>● Summarize and give opinions on a short story and answer questions in details</li> <li>● Infer a speaker's feeling, purpose, attitude, emotion, and certainty in formal/informal conversation, based on the speaker's tone, stress, and word choice</li> <li>● Give opinion, express ideas, and comment on suggestions in formal/informal discussions</li> </ul>	
	<b>Afternoon</b> <b>R/W Book 2</b> <b>Unit 7</b>	<p>Writing: List games that are played in the home country. Write the directions to them. Write a reflection of these games and discuss likes/dislikes/opinions.</p> <ul style="list-style-type: none"> <li>- Discuss the differences between the games in the United States and the games in the home country. Discuss whether there are similarities.</li> </ul> <p>Activity: Play Wolf (or some similar English-speaking, problem solving game that reflects a) American games and b) English speaking skill).</p>		
<b>Teaching Day 18</b> <b>8/28</b> <b>Wednesday</b>	<b>Morning</b>	<p>- Contextualized English: Ask questions regarding American life, student and otherwise. Review previous topics in preparation for the progress test.</p> <p>Writing: Final writing. Reflection of the program and the differences between American life and the life of the home country, using opinions and rhetorical devices, grammar to set the tone of the writing.</p> <p>Reading: Review word lists and vocabulary that has been covered until</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to write fully functional, concise paragraphs.</li> <li>● Demonstrate a strong control over vowel and consonant sounds that carry basic structure to many patterned English words.</li> <li>● Create a small piece of writing that follows the standard format of English essay writing.</li> </ul>	

		now. Read through remaining short stories.		
	<b>Afternoon</b>	Progress test - This test will be used to gauge student improvement for the 15 class days. Student journals will be collected for the second part of the assessment.		
<b>Teaching Day 19</b> <b>8/29</b> <b>Thursday</b>	<b>Morning</b>	- Review: Watch film with subtitles in which action carries most of the plot. - Answer film review project worksheet and turn in.	After successful completion of this session, students can: ● Follow basic English dialogue and plot with minor help. ● Demonstrate an ability to respond to questions in concise and appropriate summary.	
	<b>Afternoon</b>	- Activity: (Final remarks & summary of the program. Additional Farewell activities. Final group building activities and discussions.)		
<b>Teaching Day 20</b> <b>(Friday)</b> <b>08/31</b>	<b>Farewell Dinner - NO CLASS.</b>			