

Achievement Scale

Each of the PLACE courses is associated with the Common European Framework of Reference (CEFR). This is a scale used to describe language proficiency. The chart below shows the course levels and their equivalent proficiencies.

COURSE LEVELS	CEFR EQUIVALENT
Level 1 A	CEFR A2
Level 1 B	CEFR A2+
Level 2 A	CEFR B1
Level 2 B	CEFR B1+
Level 3 A	CEFR B2
Level 3 B	CEFR B2+

In general, learner with A1 –A2 proficiency is considered to be a basic user of English. A learner with B1-B2 proficiency is considered to be an independent user of English.

Interpretation of Achievement Scale

Below are the student learning outcomes (SLOs) for each course within each of the above-mentioned levels. The chart also includes additional information about the grammar focus in each literacy course. If a student passes a course with an 80% or higher, they have demonstrated the ability to perform the SLOs listed for the course. On CSU's transcript, a grade of 80% or higher will be reflected as a "S". Students who did not meet the 80% threshold will receive a "U" for the course.

Level 1 classes:

After completing Level 1A classes, students will be able to listen, speak, read, and write at a CEFR A2 level.

After completing Level 1B classes, students will be able to listen, speak, read, and write at a CEFR A2+ level.

Level 2 classes:

After completing Level 2A classes, students will be able to listen, speak, read, and write at a CEFR B1 level.

After completing Level 2B classes, students will be able to listen, speak, read, and write at a CEFR B1+ level.

Level 3 classes:

After completing Level 3A classes, students will be able to listen, speak, read, and write at a CEFR B2 level.

After completing Level 3B classes, students will be able to listen, speak, read, and write at a CEFR B2+ level.

The SLOs are organized in the chart below by skill: Literacy Term A, Literacy Term B, Fluency Term A, Fluency Term B, STEM Term A, STEM Term B, Business Term A, Business Term B, Electives.

Literacy A

Literacy and Structure 1 – Term A (A2)	Literacy and Structure 2– Term A (B1)	Literacy and Structure 3 – Term A (B2)
1. identify the main idea and find and underline 1–2 supporting details in short CEFR A2 texts of different genres with visual support. 2. restate the main point of a short, simple text in their own words in writing. 3. demonstrate understanding of CEFR A2 reading passages by answering	1. demonstrate comprehension of CEFR B1 leveled and authentic texts with clearly stated main ideas about concrete every day and academic topics 2. preview, skim, and predict to prepare for reading 3. annotate, use graphic organizers, and scan texts to identify main ideas and details	1. read and analyze academic and authentic CEFR B2 texts to identify main ideas, supporting details, organizational patterns, and the author’s purpose 2. demonstrate reading fluency and comprehension of CEFR B2 texts through accurate summarizing, paraphrasing, and responding critically to ideas

comprehension questions about the main idea and factual details. - write a 6-9 sentence organized paragraphs with topic sentences, supporting details, and examples - revise a short text to correct mistakes and improve clarity. - produce short texts that correctly use present and past tense verbs (be and action verbs) in positive and negative sentences using <i>and</i>, <i>but</i>, <i>so</i>, <i>then</i>, and example language (e.g. <i>like</i>, <i>for example</i>). - create a Word document with name and date, a heading, proper spacing (single/double), tabbed indents, and consistent font selection and save it to OneDrive with a relevant file name. - create, name, and open folders, and retrieve previously saved documents in OneDrive to organize assignments.	- identify transition and signal words to understand the relationship between ideas - paraphrase short answer responses to demonstrate understanding of the main ideas and details of readings - demonstrate understanding of CEFR B1 readings through summarizing main ideas of the texts - develop and express opinions, synthesize information, compare and contrast ideas, and classify categories of a topic in writing - organize ideas to prepare for writing - write essays of different genres with personal experience support - Demonstrate basic media literacy by identifying genres, purpose, opinions, and audience in texts	- integrate and cite source material appropriately, using paraphrasing and reported speech to support claims in academic writing - compose well-organized texts that demonstrate clear thesis development, logical organization, and effective paragraph cohesion across a variety of genres (e.g., compare and contrast, and process) - critically evaluate and synthesize ideas from multiple texts, demonstrating the ability to form independent, well-supported claims - analyze and demonstrate comprehension of the form, meaning, and use of advanced grammar structures (including perfect tenses, clauses, parallelism, and passive voice) through reading and writing about academic and real-world topics - edit and revise written drafts to improve accuracy, coherence, and grammatical complexity - demonstrate digital literacy by using technology, AI tools and online resources appropriately for brainstorming, language development, and research, and by evaluating the credibility of digital sources in academic tasks
Grammar	Grammar	Grammar

Simple present tense • be, other verbs, spelling • adverbs of frequency Past tense • be, other verbs (regular/irregular) • simple past vs simple present Adjectives • possessive, descriptive • parallel structure (lists)	Sentence Structure • identify and correct fragments in writing Noun clauses • use noun clauses, particularly for referring to outside sources Adjective clauses • Subject and object adjective clauses to describe data, events, locations, people, etc. Present perfect	Verb tense review • perfect tenses Passive Voice Adverb clauses • Cause/Effect, • Unexpected Result, • Contrast Noun Clauses • Reported speech (paraphrasing) Parallelism (connectors, etc.)
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Literacy B

Literacy and Structure 1 – Term B (A2+)	Literacy and Structure 2– Term B (B1+)	Literacy and Structure 3 – Term B (B2+)
1. Read to identify main ideas, details, and sequences of events in short texts CEFR A2+ such as emails, narratives, and blogs. 2. Extract and synthesize specific, factual information from CEFR A2+ texts and share an opinion about the information. 3. Make basic inferences or predictions from headings, titles, and context in short CEFR A2+ readings. 4. Synthesize basic facts from two short CEFR A2+ texts using visuals (e.g., Venn diagram).	1. demonstrate comprehension of CEFR B1+ leveled and authentic texts with clearly stated or implied main ideas about concrete and abstract every day and academic topics 2. preview, skim, and predict, to prepare for reading CEFR B1+ texts 3. annotate, use graphic organizers, and scan CEFR B1+ texts to express the relationship between main ideas and details 4. interpret visual information such as infographics	1. read and evaluate advanced academic and authentic CEFR B2+ level texts to identify main ideas, supporting details, organizational patterns, and implicit meanings 2. demonstrate higher-level reading fluency and critical comprehension of CEFR B2+ level texts by synthesizing information, comparing perspectives, and responding analytically to complex ideas 3. integrate and cite multiple sources effectively using accurate summarizing, paraphrasing and appropriate

5. Write short description paragraphs about past or historical events sequenced using time expressions (<i>before, after, when, while</i>). 6. Make simple comparisons in written paragraphs between people, products, or places and signal contrast with basic language. 7. Revise paragraphs to correct mistakes and improve clarity. 8. Evaluate messages, objects, situations, locations, etc. in well-organized paragraphs using selected criteria. 9. Organize written work with simple headings and short paragraphs. 10. Use digital tools to format, organize, and combine written work into a complete document with supporting images and peer-reviewed edits.	5. analyze charts and graphs to help identify cause/effect relationships 6. use transition and signal words accurately to demonstrate the relationship between ideas 7. paraphrase to write summaries and short answer responses to demonstrate understanding of the main ideas and details of readings 8. identify and create in writing cause and effect relationships 9. organize ideas to prepare for writing 10. write essays of different genres with support that includes outside sources 11. apply basic concepts of citing sources and include a reference page in writing	citation conventions to support and extend written arguments 4. compose well-organized and research-based texts that demonstrate advanced control of organization, coherence, and cohesion across a variety of genres (e.g., problem and solution, and persuasive) 5. formulate and support well-reasoned claims in writing, drawing on evidence from diverse sources to demonstrate critical thinking 6. analyze and apply complex grammar structures, including conditionals and reduced clauses, to enhance clarity, variety, and formality in academic writing 7. revise and edit written drafts to improve sentence variety, genre-appropriateness and grammatical accuracy and complexity 8. demonstrate advanced digital and information literacy by using online platforms and AI tools for academic inquiry, peer collaboration, and source evaluation
Grammar Review Simple present tense • be, other verbs, spelling • adverbs of frequency Review Past tense	Grammar Comparatives: compare people, data, and objects using a variety of comparative structures • comparatives & superlatives (<i>less/least more/most -er/-est</i>) • <i>as . . . as</i>	Grammar Adverb clauses/phrases • Reduced Adverb Clauses • Conditionals Time clauses

• be, other verbs (regular/irregular) • simple past vs simple present Adjectives • comparatives/Superlatives Past progressive & time clauses • when, while, during, after, before • there is/are/was/were Future forms • will, be going to, pres. prog, there is/are going to be • time clauses	• vocabulary: <i>similar to, the same as, different from, like/unlike</i>, etc. Passive Adverb Clauses/Phrases • express time, cause/effect relationships, and unexpected results or contrast Relative Clauses • subject and object adjective clauses	Passive (Term A) Miscellaneous Noticing and authentic use
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Fluency A

Fluency 1 – Term A (A2)	Fluency 2– Term A (B1)	Literacy and Structure 3 – Term A (B2)
Listening 1. Demonstrate comprehension of the main idea in short, simple dialogues about familiar topics and situations, if spoken slowly and clearly 2. Identify basic factual information in short, simple dialogues, narratives, or videos on familiar everyday topics, if scaffolded and spoken slowly and clearly	Listening 1. Demonstrate understanding of main ideas, key details, and speaker viewpoints in short academic and general-audience lectures, podcasts and conversations delivered at a clear, moderate pace at the CEFR B1 level. 2. Distinguish between main ideas and supporting details, and recognize relationships such as sequence, cause and effect, and similarity and contrast, using common discourse markers.	Listening 1. Demonstrate understanding of main ideas, supporting details, and inferred meaning in linguistically complex spoken texts such as lectures, presentations, and discussions delivered at natural speed. 2. Identify the speaker's point of view, tone, and attitude by interpreting contextual and lexical clues in academic or general-audience listening tasks.

3. Identify details in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly 4. Demonstrate comprehension of the main ideas in short basic descriptions about familiar topics and situations. 5. Demonstrate comprehension of details in short basic descriptions about familiar topics and situations.	3. Use pre-, while- and post-listening/viewing strategies (e.g. predicting, note-taking, summarizing) to support and demonstrate comprehension of spoken texts. 4. Take organized notes that clearly record main ideas, supporting details and key transitions, from short lectures and discussions at the CEFR B1 level. 5. Infer the meaning of unfamiliar vocabulary from context, including recognizing parts of speech, common affixes, and word families in spoken texts.	3. Distinguish between facts, opinions, and arguments in spoken discourse, noting reasons for and against key ideas. 4. Evaluate the strengths, weaknesses, advantages, and disadvantages of different viewpoints or options presented in discussions or lectures. 5. Take organized notes that capture main ideas, relationships, and supporting evidence from extended spoken input for later discussion or summary.
Speaking 6. Describe daily life, hobbies, interests, and activities using simple vocabulary in the simple present tense in conversations and informal presentations. 7. Initiate and respond in simple conversations about familiar topics (e.g., people, places, work, study) using simple language in the simple present, present progressive, and past tenses. 8. Communicate basic opinions and preferences using basic words and phrases 9. Exchange personal information in face-to-face interactions or surveys using brief, everyday expressions and correct question formation.	Speaking 6. Participate in discussions and mini-debates by giving and asking for opinions, agreeing and disagreeing politely, and responding critically to ideas. 7. Ask and give clarification using common expressions to confirm understanding, restate ideas, or request repetition. 8. Use task- and topic-appropriate vocabulary and grammar accurately to express ideas clearly in spoken academic and everyday contexts. 9. Interpret and describe visual information (e.g., charts, graphs, maps, tables) using appropriate language and clear organization.	Speaking 6. Participate actively and fluently in academic and professional discussions by clarifying ideas, elaborating on points, and maintaining a natural flow of conversation. 7. Lead small-group discussions by confirming comprehension, inviting others to contribute, and integrating multiple perspectives. 8. Use rhetorical and interactive strategies (e.g., repetition, example questions) to make complex information accessible and encourage deeper dialogue. 9. Present detailed descriptions, arguments, or analyses on familiar academic or professional topics, using an appropriate tone, register, and structure.

	10. Demonstrate task and topic-appropriate pronunciation, including word stress, sentence stress, and basic intonation, to improve clarity and listener comprehension 11. Plan and deliver short presentations connected to course topics, using clear structure, relevant vocabulary, and formal task-appropriate language.	10. Formulate and respond to questions and feedback that extend discussion, prompt justification of opinions, and support collaborative understanding.
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Fluency B

Fluency 1 – Term B (A2+)	Fluency 2– Term B (B2)	Fluency 3 – Term B (B2+)
Listening 1. Identify main ideas, key details, and topics in short, simple dialogues, narratives, or presentations about familiar, everyday subjects. 2. Identify the sequence of events and recognize when speakers agree or disagree in slow, clear speech supported by contextual or visual cues. 3. Understand the main idea and key points of short audio recordings or presentations aimed at a general audience, especially when supported by written or visual materials. 4. Recognize basic time references (past, present, future) and activities in short, familiar conversations or narratives.	Listening 1. Demonstrate comprehension of both stated and implied main ideas and key details in leveled and authentic spoken texts on everyday, academic, and social topics at the CEFR B1+ level. 2. Use pre-listening strategies (e.g., predicting, activating background knowledge) to prepare for extended listening tasks. 3. Take organized notes by speaker to distinguish main ideas, supporting details, reasons, explanations and relationships (e.g., problem-solution, cause-effect, pro-and con). 4. Recognize discourse markers and transitions that signal topic or speaker	Listening 1. Identify and summarize main ideas, key details, and specific information in linguistically complex lectures or presentations. 2. Distinguish between main ideas and supporting details, as well as between facts and opinions, in extended spoken discourse. 3. Recognize relationships between ideas (e.g., comparison, cause-effect, contrast) when signaled by discourse markers in academic or professional talks. 4. Infer the speaker's attitude, mood, and stance using contextual, grammatical, and lexical cues.

5. Make simple inferences and respond appropriately to direct requests, questions, or suggestions expressed slowly and clearly. Speaking & Interaction 6. Initiate, maintain, and close short, routine conversations about familiar topics such as daily activities, personal interests, or plans. 7. Ask and answer simple questions in conversational or interview settings, using basic language to exchange factual information. 8. Describe and discuss past experiences, present routines, and future intentions using simple linking words and expressions. 9. Collaborate in short, familiar tasks by making and responding to suggestions, confirming plans, and clarifying meaning when needed.	changes, turn-taking, comparison, contrast, and emphasis in discussions and presentations. 5. Infer meaning of unfamiliar vocabulary from context, including words with multiple meanings and common phrasal verbs used in spoken English. Speaking 6. Participate in discussions and mini-debates, expressing and supporting opinions, responding to others' ideas, and presenting basic pros and cons, using clear and appropriate CEFR B1+ level language. 7. Use polite and task-appropriate speaking strategies to ask follow-up questions, request clarification, rephrase ideas, and make suggestions using common modals (e.g., <i>could</i>, <i>should</i>, <i>might</i>). 8. Use comparative and superlative adjectives to compare people, ideas or options clearly and accurately in spoken tasks. 9. Demonstrate accurate pronunciation and listening awareness, including recognition and use of linking, word stress, sentence stress and appropriate intonation patterns. 10. Plan and deliver formal speaking tasks (up to 5 minutes) - such as presentations, discussions, or debates - using organized	5. Evaluate the clarity, organization, and effectiveness of speaker's delivery and style in supporting a point of view. Speaking 6. Deliver clear, well-structured presentations or extended spoken responses that include main points, supporting details, and examples. 7. Develop and articulate an argument on academic or professional topics, integrating relevant evidence and examples. 8. Compare, contrast, and evaluate ideas in discussion using a variety of cohesive devices and expressions of stance. 9. Narrate events, experiences, or processes in detail, incorporating emotions, reactions, and rhetorical emphasis where appropriate. 10. Synthesize and integrate information from two or more sources in a discussion, presentation, or collaborative task to convey a unified perspective.
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STEM A

STEM 1 – Term A (A2) Agriculture	STEM 2– Term A (B1) Sustainability	STEM 3 – Term A (B2+) Engineering
1. Demonstrate comprehension of short, simple texts at CEFR A2 level about agriculture 2. Extract specific information (e.g. facts & numbers) from CEFR A2 level texts (posters, infographics) related to everyday life within the context of agriculture 3. Write simple sentences about likes and dislikes and describe materials and products within the context of the parts of agriculture (food, fabric, forestry, flowers & fuel and renewable energy, etc.) 4. Recognize phrases and content words at the CEFR A2 level related to familiar topics within agriculture 5. Describe and talk about the parts of agriculture using topic-specific words and phrases at the CEFR A2 level 6. Initiate and respond to simple statements on very familiar topics within the context of agriculture. 7. Express likes and dislikes orally in relation to agriculture using simple language	1. Follow the main points in a simple academic audio, video presentation, or reading about sustainability 2. Identify specific information and details in a simple academic audio, video, presentation, or CEFR B1 reading within the context of sustainability 3. Take notes and use graphic organizers when listening or reading 4. Make basic predictions about CEFR B1 text content from headings, titles or headlines and to enhance comprehension 5. Use collaborative communication strategies in simple, shared tasks to work towards a common goal 6. Use task appropriate grammar and punctuation to express ideas clearly and accurately 7. Write and appropriately format paragraphs with clear topic sentences and adequate support	1. Identify the main idea, supporting details, and organizational structure of authentic and abridged (CEFR B2) STEM-related texts and presentations. 2. Write clear, well-structured technical descriptions 3. Write step-by-step instructions in applying the design process. 4. Write technical definitions of engineering vocabulary terms. 5. Convey technical information across different media such as posters and formal descriptions, summaries, or reports. 6. Take effective notes from lectures, texts, and visual materials, and use them to produce accurate summaries. 7. Retrieve, evaluate, and integrate information from research sources into academic work. 8. Present cutting-edge innovations or engineering concepts using and explaining technical engineering vocabulary

8. Contribute to an intercultural exchange, using simple words and gestures to ask people to explain things and to get clarification of what they say (e.g. on a field trip or when a guest speaker presents) 9. Write a paragraph(s) using simple sentences to describe a personal connection to the parts of agriculture	8. Demonstrate comprehension of topic - specific vocabulary and apply it in communication tasks. 9. Give short informative or persuasive pitches applying design thinking in creating and marketing a sustainable product. 10. Write or state opinions after synthesizing, comparing and contrasting ideas, and making inferences about classmates' capstone projects.	(functions, disciplines, careers, assigned innovations, etc.) within the framework of design process.
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STEM B

STEM 1 – Term B (A2+) Agriculture Essential Natural Resources	STEM 2– Term B (B2) Sustainability Design Thinking Process + UN Sustainability Goals Problem/Solution Research Proposal	STEM 3 – Term B (B2+) Engineering Research Paper: Literature review, experiment, survey
1. understand simple, everyday conversations at CEFR level A2+ about agriculture if conducted slowly and clearly. 2. recognize when speakers agree or disagree in a conversation about agriculture if conducted slowly and clearly 3. take part in a very simple conversation at CEFR A2+ on a topic related to agriculture if the other speaker repeats questions and	1. take effective notes while listening to a simple, straightforward presentation or lecture on the design thinking process (empathize, define, ideate, prototype, and test) 2. demonstrate comprehension of problem and solution and cause and effect relationships within the context of the UN sustainability goals 3. apply the design thinking process (empathize, define, ideate, prototype, and test) to identify a UN sustainability goal	1. identify, evaluate, and discuss the main points of abridged (CEFR B2+) academic studies related to STEM, including the effectiveness of visual aids. 2. paraphrase and summarize key ideas from STEM lectures or readings (authentic or CEFR B2+), and multimodal sources using accurate note-taking strategies. 3. Synthesize information from multiple academic sources into oral or written science reports (introduction,

answers as necessary and speaks slowly and clearly - ask simple questions to find out information related to agriculture - ask someone to repeat a specific point or idea - understand the general meaning of short, simple informational material and descriptions at CEFR A2+ about the essential natural resources (sun, soil, water, and air) if there is visual support. - follow a simple series of written instructions at CEFR A2+ to carry out a task. - read a simple text at CEFR A2+ and extract factual details related to agriculture - take simple notes at a presentation/demonstration focusing on a topic within the context of agriculture where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. - write simple sentences about the uses of materials and products or personal or job skills within the context of agriculture.	addressing a problem and work towards a solution - give or seek personal views and opinions politely in discussing topics in sustainability and making future suggestions - define and explain sustainability-related problems by writing clear problem statements - identify relevant information and from CEFR B1+ sources to address their selected UN sustainability goal - synthesize information from multiple basic texts for a research proposal - demonstrate the ability to apply critical thinking and problem-solving skills in researching, designing and implementing, and communicating STEM and sustainability related research proposal - collaborate with peers to achieve common goals and reflect on their learning experiences	methods, results, discussion, conclusion), showing clear connections across media. - Participate actively in academic discussions about scientific reports by presenting viewpoints clearly, analyzing arguments, supporting ideas with evidence, and proposing solutions. - Interpret graphs, charts, tables, and diagrams to explain data in both spoken and written form. - Produce formal academic research reports (introduction, methods, results, discussion, conclusion) that demonstrate organization, cohesion, and accuracy in STEM contexts. - Retrieve, evaluate, and integrate information from academic CEFR B2+ and/or authentic research sources into written and spoken tasks with appropriate in-text citations and references. - Produce detailed technical descriptions and/or step-by-step instructions for simple science experiments or studies relevant to STEM contexts (e.g. methods section). - Write structured academic texts (e.g., essays, reports, research papers) that distinguish fact from opinion and follow academic formatting and citation conventions.
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Business A

Business 1 – Term A (A2) Basic Business	Business 2– Term A (B1) Marketing	Business 3 – Term A (B2) International Business
1. identify main ideas and specific details in short CEFR A2 business texts, using headings, visuals, or predictable formats (e.g., menus, timetables, schedules). 2. use discipline-specific vocabulary (management, sales, and marketing) to state or write product comparisons using comparative and superlative grammar structures. 3. listen to and identify key information (e.g., prices, times/dates) in short announcements and dialogues about familiar business activities. 4. write simple business texts (e.g. advertisements, emails, etc.) using complete sentences and/or paragraphs in the present tense that introduce people/colleagues, describe work schedules and products, and give basic personal information. 5. participate in short exchanges to give and receive information and make simple offers or negotiations 6. engage in basic workplace communication role plays (written and oral) focusing on forming grammatically correct questions to conduct brief	1. read and analyze CEFR B1 leveled and authentic business texts (e.g., articles, case studies) to identify and analyze main ideas, supporting details, and vocabulary use 2. demonstrate comprehension of main ideas and key details in CEFR B1 leveled and authentic business audio and video (e.g., lectures, conversations, podcasts, and presentations) about basic business marketing topics 3. prepare and administer a short survey or questionnaire to gather simple market research data, and summarize findings in clear written or oral format 4. use business and topic-specific vocabulary (e.g., related to marketing, branding, promotion, consumer preferences, and market research) accurately in speaking and written tasks 5. use professional communication strategies and context-appropriate language to write professional emails, ask follow-up questions, clarify meaning, give opinions and suggestions, and provide constructive feedback in class activities and projects	<i>All language outcomes are within the framework of the global learning outcomes.</i> Global Learning Outcomes: a. address significant issues in the natural and human world based on articulating your identity in a global (& international business) context b. adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global (& international business) problems. Intercultural Communication Competency: demonstrate comprehension of intercultural communication competencies based on Hall's Cultural Dimensions and Meyer's Culture Map Language program outcomes program: 1. identify and respond to details that support a point of view within the context of international business

product surveys, make requests, and ask for repetition and clarification. 7. participate in routine business communications such as requesting information about products, making purchases, or arranging meetings and basic services, using level-appropriate grammatical structures. 8. apply marketing, sales, and management vocabulary to present the practices of real businesses in different contexts or countries in a formal presentation. Grammar: Present tense: pos, neg, question formation Comparatives/superlatives with adjectives Count and noncount nouns Word order - adj, noun, etc. (S+V+O+location+time)	6. participate in spontaneous and planned speaking tasks (e.g., discussions, debates, role-plays, and short individual and collaborative presentations) 7. identify and analyze facts, opinions, and persuasive techniques used in business branding, advertisements (e.g., rational and emotional appeal, storytelling) and product pitches 8. apply the design thinking process (<i>empathize, ideate, define, and prototype</i>) to develop and pitch a unique business solution to a marketing pain Grammar: question formation (y/n, wh), would you + prefer/rather (+wh, do you prefer), polite requests, reported speech (reporting data results) and more	2. identify and respond to the main reasons for and against an argument or idea in international business contexts 3. recognize generalizations and their supporting ideas and provide alternative viewpoints regarding international business topics and contexts 4. describe the advantages and disadvantages of various options on an issue encountered within an international business context 5. justify a viewpoint to discuss pros and cons of various options in an international business context 6. distinguish between fact and opinion presented in academic or business texts on familiar topics 7. take notes to record the main points raised during international business meetings on familiar topics 8. reformulate an idea in different words to emphasize or explain a point in written form within an international business context.
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Business B

Business– Term B (A2+)	Business 2– Term B (B1+)	Business 3 – Term B (B2+)
1. write short, connected business texts (6–8 sentences) or complete paragraphs to communicate about finance, HR, and customer support, and provide basic workplace or personal information using topic-specific vocabulary. 2. participate in short role plays by asking for clarification, confirming details, making requests and offers, and handling simple workplace problems in predictable situations. 3. carry out everyday workplace transactions (e.g., arranging services, making a complaint, handling purchases, or confirming deliveries) by exchanging short sequences of information. 4. identify key details and implied meaning (e.g., prices, times, dates, responsibilities) in short announcements, recorded messages, and dialogues related to familiar business and workplace activities. 5. recognize the main idea and supporting details in short written business texts by using headings, visuals, and predictable formats (e.g., timetables, policies, schedules), and make simple comparisons between texts.	1. read and analyze CEFR B1+ business and marketing texts to identify main and supporting ideas about current trends such as rebranding, crowdfunding, and corporate social responsibility. 2. demonstrate comprehension of main ideas and key details in CEFR B1+ business lectures, interviews, podcasts and presentations about marketing topics and persuasive techniques 3. Infer meaning of marketing vocabulary and expressions from context and apply accurately in discussion presentations, and written tasks 4. use professional communication strategies and language to give recommendations, agree and disagree politely, collaborate effectively, and report on research results 5. conduct guided secondary research on companies, products, and marketing campaigns using credible digital sources, taking organized notes and summarizing key information 6. analyze a company's business model using the Business Model Canvas and propose recommendations for rebranding or innovation based on research findings	<i>All language outcomes are within the framework of the global learning outcomes.</i> Global Learning Outcomes: c. address significant issues in the natural and human world based on articulating your identity in a global (& international business) context d. adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global (& international business) problems. Language program outcomes program: 1. recognize inferred meaning in a CEFR B2+ structured text (if guided by questions) and authentic business texts (e.g. Gallup surveys and articles) 2. identify and analyze language used to persuade the reader in CEFR B2+ texts and authentic business texts including visual representations (e.g. charts, graphs, infographics, etc.) of industry information 3. respond to concerns expressed in a discussion or business meeting

6. apply customer support, HR, and finance concepts and vocabulary in a mock interview or formal presentation of real practices from a real business.	7. collaborate on project teams to plan, delegate tasks, and incorporate research and feedback in preparing the final business model presentation 8. deliver a clear, persuasive and professional pitch that explains and justifies the team's proposed business model canvas, integrating key research findings and source references	by utilizing appropriate language structures to ask for and provide clarifications, and check that the clarification has resolved the misunderstanding 4. respond to persuasive language encountered in spoken discourse by utilizing appropriate language structures for giving and asking opinions, and interrupting and handling interruptions during discussions or business meetings 5. express relevant personal experiences in a business conversation, discussion or meeting to illustrate a point 6. show interest and appreciation in conversations, discussions and meetings using a range of expressions including common business idioms 7. evaluate information from a presentation or lecture and compare the information with other sources in written and spoken discourse
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Electives

Grammar– Term A (A2)	Term B (A2+)
1. Identify form, meaning and usage of Simple Present and Simple Past tenses	1. Identify comparative and superlative adjective forms 2. Compare two people, places, things, etc. using comparative adjectives in written texts and speech

2. Apply Simple Present tense to written texts and spoken interactions about routines, hobbies, and facts, including descriptions of locations, physical characteristics, and emotions. 3. Ask about routines, hobbies, facts, etc., using correct question formation with <i>be</i> and <i>do</i>. 4. Describe past events and experiences using simple past tense in written texts and spoken interactions. 5. Ask about past events and experiences, using correct question formation with <i>be</i> and <i>do</i>. 6. Demonstrate reading comprehension by identifying when to use simple past and simple present verbs depending on the context	3. Compare three more people, places, things, etc., using superlative adjectives in written texts and speech 4. Identify form, meaning and usage of Past Progressive tense 5. Describe ongoing events interrupted by other events in the past using past progressive and simple past tenses appropriately in written and spoken contexts 6. Identify form, meaning, and usage of Simple Future tense. 7. Describe future events, predictions, and schedules using “will”, “<i>be going to</i>”, and simple present forms of verbs. 8. Ask about future plans, predictions, events, and schedules, using correct question formation.
Extensive Reading– Term A (B1)	Term B (B2)
1. Read and comprehend a variety of short stories and other literary genres at the CEFR B1 level with increasing speed, accuracy, and fluency. 2. Identify and describe characteristics of common literary genres (e.g., mystery, science fiction, dystopian, poetry) and their typical structures, themes, and language use. 3. Analyze and describe key story elements, including character, setting, conflict, theme, and plot development. 4. Identify and interpret common literary devices such as metaphors, symbolism, and foreshadowing. 5. Demonstrate comprehension and interpretation of texts by writing short summaries, reflections, and analytical responses using clear, accurate CEFR B1-level grammar and vocabulary.	1. Read and comprehend a multi-chapter short novel at the CEFR B1+ level with increased fluency, accuracy, and confidence. 2. Make inferences and predictions before and during reading, using textual clues and prior knowledge to anticipate themes and plot development. 3. Summarize key ideas, supporting details, and emerging themes to demonstrate active reading and comprehension. 4. Analyze and interpret story elements and literary devices (e.g., symbolism, imagery, foreshadowing) to explain how they develop meaning. 5. Engage actively in class discussions, debate and presentations, asking and responding to critical thinking questions and supporting ideas with textual evidence.

6. Use new vocabulary from readings accurately in both written and spoken communication. 7. Engage actively in speaking tasks, (e.g. group discussions, presentations) expressing and supporting opinions about story elements and themes. 8. Recognize and discuss cultural and historical contexts that influence the texts and their meanings.	6. Recognize and analyze cultural, historical, and social contexts that influence the novel's content, characters, and themes. 7. Apply expanded vocabulary from the text accurately in both written and spoken communication. 8. Compose well-organized written responses and reflections that express critical interpretations and personal connections using clear, accurate B1+ grammar and structure
Test Preparation A (B2)	Term B (B2+)
1. Accurately describe the TOEFL ITP format, expectations, and sections. 2. Create and revise a personal SMART goals plan and benchmark progress on a diagnostic chart. 3. Correctly answer grammar and written expression practice questions with increased accuracy, especially concerning connectors, coordinating conjunctions, adjective clauses, punctuation, and adverb time and causal connectors. 4. Demonstrate idiomatic vocabulary growth through quizzes and contextual use in reading and listening tasks. 5. Identify the main idea and details of academic reading passages, using this information to answer directly answered, vocab inference, "except," pronoun reference, and inference questions. 6. Use listening strategies of predicting and listening for wh-information, negative, antonyms and synonyms to answer comprehension questions about short and extended listening passages. 7. Apply time management and test-taking strategies in timed practice tasks.	1. Identify the structure, timing, and task types of each TOEFL ITP section. 2. Apply advanced strategies such as skimming, scanning, predicting, and elimination to improve efficiency on reading and listening tasks. 3. Accurately detect and correct common grammatical errors in written expressions. 4. Expand and apply academic and technical vocabulary in both comprehension and production tasks. 5. Interpret meaning and vocabulary in context from complex academic readings and listening passages. 6. Distinguish between main ideas, supporting details, and implied meaning in academic texts and lectures. 7. Demonstrate improved accuracy in practice tests across all TOEFL ITP sections. 8. Create SMART goals and use diagnostic and benchmark data to measure progress.

	9. Produce and select correctly written responses that demonstrate control of grammar, vocabulary, and cohesion at a B2+ level. 10. Show reduced test anxiety and increased confidence through active participation in practice exams and strategy application.
Language in Practice A (Mixed levels)	Term B (Mixed levels)
• Identify and reflect on language strengths and weaknesses • Set SMART personal language learning goals • Demonstrate understanding of topic-specific vocabulary • Identify main ideas, opinions, and details in texts and audio discussions, presentations, etc. • Speak about everyday topics or course themes, in discussions, and in presentations using grammar appropriate to course placement • Critically analyze course themes through a cultural lens	• Revise SMART personal language learning goals • Describe course themes using topic-specific vocabulary • Use academic reading and note-taking strategies • Discuss main ideas and details from multi-modal texts • Communicate personal opinions about course themes • Support an opinion concerning a course theme • Reflect on experiences and identify personal changes in attitudes and behaviors