American English Academy

American English Experience Program

Academic Curriculum, Course Goals, Course Objectives, Student Learning Outcomes, Achievement Scale, and Syllabi

Levels 1-8 | CEFR A1-C1 | 11 Weeks per Level | 198 Instructional Hours

2026 Academic Framework

1. Written Curriculum

1.1 Program Purpose

The American English Experience Program (AEEP) is an eight-level intensive English program designed to develop integrated English-language ability from foundational through advanced levels. The written curriculum establishes the educational purpose, course goals, course objectives, student learning outcomes, instructional content, teaching and learning processes, assessment practices, achievement scale, and progression expectations for Levels 1 through 8.

1.2 Program Structure

Element	AEA Framework
Program	American English Experience Program (AEEP)
Levels	8 sequential levels
CEFR alignment	Level 1 A1; Level 2 A2; Level 3 A2+; Level 4 B1; Level 5 B1+; Level 6 B2; Level 7 B2+; Level 8 C1
Term length	11 weeks
Instructional time	18 hours per week; 198 instructional hours per level
Scheduling options	Monday-Thursday and Friday-Saturday schedules; morning and evening class options
Core materials	Pearson StartUp series, Levels 1-8, with Pearson digital resources as applicable
Attendance	Minimum 80% attendance. Absence limits must be calculated by instructional hours for each schedule; on the standard 44-meeting schedule, this is no more than 8 full class meetings.
Progression	Minimum final summative score of 80/100

1.3 Educational Goal

The educational goal of AEEP is to develop students' ability to use English accurately, appropriately, and confidently for increasingly complex social, academic, and professional communication. Across eight sequential levels, students progress from basic everyday interaction to flexible, effective communication with demanding spoken and written language.

1.4 Curriculum Design and Instructional Materials

Pearson StartUp is the core instructional series. Each level contains ten thematically organized units that integrate conversation/speaking, listening, vocabulary, grammar/language choices, pronunciation,

reading, writing, and—at the higher levels—presentation, discussion, problem solving, and critical-thinking work. AEA uses the StartUp sequence as the principal content map for each 11-week level while instructors may use approved supplementary materials to reinforce stated course objectives and SLOs.

1.5 Teaching and Learning Process

- Communicative and task-based instruction focused on meaningful language use.
- Integrated-skills instruction connecting listening, speaking, reading, writing, grammar/language use, vocabulary, and pronunciation.
- Pair and group interaction, role-play, discussion, problem solving, presentations, and real-world simulations appropriate to level.
- Explicit language instruction followed by guided and increasingly independent practice.
- Use of Pearson digital resources, multimedia, and approved authentic/supplementary materials.
- Ongoing instructor feedback, guided error correction, review, and opportunities to apply feedback.

1.6 Eleven-Week Instructional Cycle

Week(s)	Primary Academic Activity
1-5	StartUp Units 1-5; integrated skill development; ongoing classroom checks and feedback
5	Formative assessment (Pass/Fail). Used to identify strengths and areas requiring additional instruction. Does not contribute to the final grade or progression score.
6-10	StartUp Units 6-10; continued integrated skill development; targeted remediation and extension based on formative results
11	Review and summative assessment: written Grammar/Language Use component, Speaking assessment, and Writing assessment

1.7 Assessment and Progression

AEA uses formative and summative assessment for different purposes. The formative assessment supports learning and instructional adjustment. The summative assessment provides the direct evidence used for the final course grade and progression decision.

Assessment	Weight	Role in Progression
Formative assessment	Pass/Fail; 0%	Diagnostic/formative only; does not count toward final grade
Grammar / Language Use summative component	50%	Counts toward final course grade
Speaking summative assessment	25%	Counts toward final course grade
Writing summative assessment	25%	Counts toward final course grade
Total	100%	Minimum 80/100 required to advance

Assessment alignment control: Because the curriculum includes integrated listening, reading, vocabulary, grammar/language use, speaking, and writing objectives, the written 50% summative component and the speaking/writing assessments must contain clearly mapped direct evidence for the SLOs AEA uses to make progression decisions. The assessment blueprint and rubrics should identify the SLO(s) measured by each scored section or task.

2. Achievement Scale and Interpretation

AEA's achievement scale is the eight-level range of language ability represented by the courses in AEEP. The interpretation summarizes, in observable language, what students who successfully complete each level are expected to be able to do. A score of 80/100 is the progression threshold within a level; it is not itself the achievement scale.

AEA Level	CEFR	Interpretation of Achievement
Level 1	A1	Manage basic, predictable everyday exchanges; understand key information in short clear input; read and write simple familiar texts.
Level 2	A2	Handle routine everyday tasks with greater independence; understand main ideas/details in short clear input; produce short connected spoken and written messages.
Level 3	A2+	Communicate in connected language about present, past, and future experiences; understand main ideas, details, sequence, and attitude in familiar texts.
Level 4	B1	Manage most familiar social, travel, school, and workplace situations; sustain unrehearsed interaction; produce organized connected text.
Level 5	B1+	Understand extended clear discourse; explain and support viewpoints; analyze longer texts; produce organized short essays and formal/functional writing.
Level 6	B2	Interpret complex spoken and written texts; communicate with sustained fluency; defend viewpoints; produce clear, detailed, well-organized texts.
Level 7	B2+	Follow complex argumentation; participate fluently in spontaneous discussion; critically analyze texts; produce well-developed persuasive and analytical discourse.
Level 8	C1	Interpret demanding discourse and implicit meaning; communicate flexibly and spontaneously; critically analyze complex texts; produce detailed, cohesive, audience-appropriate discourse.

3. Course Goals, Course Objectives, and Student Learning Outcomes

For this framework, course goals state the overall intended target of each course; course objectives identify the curricular elements taught through content and activities; and SLOs state observable and measurable language performance expected as a result of instruction. The three elements are intentionally aligned but are not interchangeable.

Level 1 - A1 (Beginner)

Course Goal

Build foundational English communication so students can manage immediate needs and familiar everyday interactions using simple language.

Course Objectives

- Teach and practice high-frequency vocabulary for personal information, family, home, neighborhood, weather, interests, food, services, and everyday activities.
- Develop control of foundational structures including be, articles, plurals, possessives, there is/are, prepositions, imperatives, simple present, count/noncount nouns, can/could, and introductory past forms.
- Develop basic listening and reading strategies for identifying main ideas, key words, names, times, prices, directions, and other concrete details in short texts and conversations.
- Provide structured speaking practice for introductions, descriptions, requests, directions, ordering food, discussing routines and interests, and other predictable exchanges.
- Develop sentence-level writing for contact information, descriptions, messages, profiles, and other short functional texts.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Identify the main idea and key concrete details in short, slow, clearly articulated messages and conversations about familiar everyday topics.
Speaking	Introduce self and others, exchange basic personal information, and complete short predictable interactions using simple questions, statements, and requests that are generally understandable to a supportive listener.
Reading	Identify the main idea and key details in short, highly supported everyday texts such as signs, profiles, messages, advertisements, menus, and simple descriptions.
Writing	Produce short, comprehensible sentences and simple connected messages about personal information and familiar daily topics using basic sentence patterns and appropriate capitalization and punctuation.
Grammar & Vocabulary	Use level-appropriate high-frequency vocabulary and foundational grammatical forms to communicate basic meaning in controlled and familiar contexts.

Level 2 - A2 (High Beginner)

Course Goal

Expand students' ability to communicate about routine personal, social, workplace, travel, health, and community situations with greater independence.

Course Objectives

- Expand vocabulary for work, commuting, personality, household activities, technology, plans, health, transportation, travel, food, shopping, and personal experiences.
- Develop control of reviewed simple present forms and introduce/extend present continuous, possessives, comparatives, future forms, adverbs of frequency, should, there is/are, movement prepositions, and simple past.
- Develop listening and reading strategies for identifying topics, main ideas, sequence, agreement/disagreement, directions, and specific information in short authentic-style texts.
- Provide speaking practice for describing people and routines, making invitations, discussing plans, giving advice, asking directions, recounting vacations, and completing routine transactions.
- Develop paragraph-level functional writing such as resumes, applications, emails, advertisements, and short descriptions.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Identify main ideas and important details in short, clear spoken texts and instructions on familiar topics and follow straightforward directions.
Speaking	Communicate in connected phrases and simple sentences about routines, past experiences, plans, abilities, health, travel, and other familiar matters, using generally appropriate pronunciation and intonation.
Reading	Identify main ideas, supporting details, sequence, and familiar vocabulary in short multi-sentence texts on everyday topics.
Writing	Produce short, connected texts and functional messages about familiar topics using level-appropriate vocabulary, sentence connectors, and basic paragraph organization.
Grammar & Vocabulary	Use simple and progressive forms, basic past and future reference, possessives, comparisons, modals, and level-appropriate vocabulary with sufficient control to convey intended meaning.

Level 3 - A2+ (Pre-Intermediate)

Course Goal

Develop increasingly connected communication about present, past, and future experiences while strengthening accuracy, interaction strategies, and comprehension of longer familiar texts.

Course Objectives

- Expand vocabulary and communicative functions related to life events, opinions, preferences, work, education, travel, relationships, services, and everyday problem solving.
- Develop level-appropriate structures including present continuous for temporary situations, past-time relationships, suggestions, sensory verbs, adverbs, past continuous, present perfect, comparisons, future reference, and question forms.
- Develop listening strategies for main ideas, details, speaker attitude/emotion, sequence, and contextual meaning.
- Build speaking fluency through invitations, advice, descriptions, narratives, opinions, short presentations, and interaction strategies such as showing interest, surprise, and clarification.
- Develop connected paragraph writing using conjunctions, time order, contrast, and level-appropriate grammar and vocabulary.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Identify main ideas, supporting details, sequence, and speaker attitude or emotion in short-to-moderate spoken texts on familiar and increasingly varied topics.
Speaking	Describe present and past experiences, preferences, plans, and familiar situations in connected speech and deliver a short organized presentation using level-appropriate interaction and pronunciation strategies.
Reading	Identify main ideas, supporting details, fact/opinion, and contextual meaning in longer familiar texts and short informational or opinion-based readings.
Writing	Produce organized connected paragraphs and short functional texts using coordination, time relationships, and level-appropriate tense and vocabulary choices.
Grammar & Vocabulary	Use an expanding range of tense, comparison, question, and descriptive structures and vocabulary to express relationships among ideas with increasing accuracy.

Level 4 - B1 (Intermediate)

Course Goal

Enable students to communicate independently in most familiar social, travel, academic, and workplace situations and to produce connected spoken and written discourse.

Course Objectives

- Develop vocabulary for interests, weather, workplace communication, entertainment, food, health, routines, travel, and other familiar or conceptual topics.
- Develop grammar including relative clauses, modals for conclusions, present perfect and continuous forms, cause/effect, reported imperatives, used to/would, passive voice, preferences, quantifiers, and other B1 structures.
- Develop listening and reading strategies for organization, cause/effect, inference, author opinion, supporting details, and purpose.
- Develop unrehearsed conversation, clarification, agreement, storytelling, discussion, and short presentation skills.
- Develop multi-paragraph and purposeful writing using main ideas, supporting details, contrast, argument development, and editing strategies.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Identify main ideas, supporting details, organization, speaker attitude, and basic inferences in clear standard speech on familiar and moderately complex topics.
Speaking	Manage most familiar conversational situations, sustain unrehearsed interaction, explain experiences and opinions, and deliver an organized three-to-four-minute presentation.
Reading	Comprehend multi-paragraph texts by identifying main ideas, supporting details, purpose, point of view, and meaning of unfamiliar words from context and word parts.
Writing	Produce organized paragraphs and short multi-paragraph texts with clear controlling ideas, relevant support, appropriate transitions, and generally controlled level-appropriate grammar.
Grammar & Vocabulary	Use B1-level tense, clause, modal, passive, gerund/infinitive, and connective structures with sufficient accuracy and vocabulary range to support independent communication.

Level 5 - B1+ (High Intermediate)

Course Goal

Strengthen students' ability to comprehend extended discourse and communicate clear, detailed ideas across personal, professional, and academic contexts.

Course Objectives

- Expand vocabulary for weather and environment, careers, culture, shopping, health, law and crime, fashion, technology, and other professional or social topics.
- Develop structures including reported speech, relative clauses, intensifiers, embedded questions, contrast, past intentions, passive forms, past perfect, causatives, wish/if only, and other upper-intermediate forms.
- Develop listening and reading analysis of main ideas, supporting details, purpose, counterarguments, definitions, contrasts, opinions, and organizational patterns.
- Develop discussion and presentation skills for reporting, explaining, persuading, disagreeing, and sustaining detailed interaction.
- Develop short essay and formal/functional writing with introductions, supporting development, conclusions, transitions, revision, and precise word choice.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Comprehend the main points and relevant supporting information in extended clear speech on familiar and some unfamiliar topics, including purpose, contrast, and speaker position.
Speaking	Participate effectively in extended conversation, explain processes and viewpoints, summarize information, and deliver an organized four-to-five-minute presentation with supporting detail.
Reading	Analyze longer texts for main ideas, organization, purpose, reasons, examples, and contextual meaning, including common idiomatic or figurative language.
Writing	Produce organized short essays and formal or functional texts with an introduction, developed body, conclusion, varied sentence structure, transitions, and appropriate revision.
Grammar & Vocabulary	Use a broad B1+ range of tense, voice, conditional, reported-speech, clause, and modal structures with generally consistent accuracy and increasingly precise vocabulary.

Level 6 - B2 (Upper Intermediate)

Course Goal

Prepare students for effective, detailed communication on complex concrete and abstract topics in social, academic, and professional settings.

Course Objectives

- Develop vocabulary and discourse for media, finance, health, environment, technology, culture, travel, workplace issues, problem solving, and urban life.
- Develop advanced B2 grammar and discourse choices including perfect and perfect continuous forms, unreal conditionals, reporting, passive forms, relative clauses, modals, emphasis, contrast, and formal connectors.
- Develop listening and reading skills for identifying argument structure, supporting evidence, source information, inference, counterarguments, and rhetorical choices.
- Develop extended discussion and presentation skills for summarizing, clarifying, supporting/refuting viewpoints, persuading, and adapting register.
- Develop summaries, reviews, formal emails, arguments, reports, and other organized writing with evidence, cohesion, and appropriate formality.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Comprehend and interpret main ideas, supporting details, organization, inference, and speaker position in extended spoken texts on complex familiar and academic/professional topics.
Speaking	Communicate with sustained fluency on complex topics, explain and defend viewpoints with reasons and examples, and deliver an organized presentation using effective transitions and appropriate register.
Reading	Analyze complex texts for argument, evidence, inference, stance, problem/solution relationships, and connections among ideas or sources.
Writing	Produce clear, detailed summaries, arguments, reports, reviews, and formal messages with logical organization, supporting evidence, cohesive devices, and controlled B2-level language.
Grammar & Vocabulary	Use a broad range of B2 grammatical structures and vocabulary flexibly and with good control to express nuanced relationships, inference, possibility, contrast, and emphasis.

Level 7 - B2+ (Advanced)

Course Goal

Refine students' ability to analyze complex information and communicate precise, persuasive, and well-structured ideas in demanding academic, professional, and social contexts.

Course Objectives

- Develop sophisticated vocabulary and discourse across travel/exploration, achievement, science, business, social issues, sports, history, and other abstract topics.
- Develop advanced language choices including perfect forms, real and unreal conditionals, gerund/infinitive patterns, articles/quantifiers, reported speech, agreement, passive reporting, causatives, participle clauses, modals, and future-in-the-past.
- Develop critical listening and reading strategies including summarizing, annotation, paraphrase, metaphor, inference, tone, perspective, and evaluation of arguments.
- Develop spontaneous discussion, argumentation, persuasion, seminar-style interaction, and presentations supported by examples and visual aids.
- Develop descriptive, definition, opinion, persuasive, analytical, and other extended writing using sources, rhetorical organization, and revision for accuracy and style.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Summarize extended speech and follow complex lines of argument on familiar and somewhat unfamiliar topics, identifying key examples, stance, implication, and selected idiomatic meaning.
Speaking	Participate fluently in spontaneous discussion, establish and defend a perspective with relevant support, and deliver detailed persuasive or argumentative presentations using appropriate discourse strategies.
Reading	Critically analyze complex texts for main ideas, supporting evidence, tone, perspective, figurative language, and implied meaning while using effective annotation and information-management strategies.
Writing	Produce well-developed descriptive, expository, opinion, and persuasive texts that establish a clear position, integrate relevant support or sources, and demonstrate effective organization and editing.
Grammar & Vocabulary	Use complex grammatical patterns and an increasingly abstract academic/professional vocabulary with a high degree of control appropriate to purpose and context.

Level 8 - C1 (High Advanced)

Course Goal

Enable students to use English flexibly, fluently, and effectively for complex academic, professional, and social purposes, including interpretation, argumentation, and audience-sensitive communication.

Course Objectives

- Develop advanced vocabulary and discourse for performance, identity, bias, mystery, art, culture, finance, government, persuasion, humor, conflict, emotions, society, and ethics.
- Develop C1 language choices including noun clauses, future-time expression, passive reporting, causatives, past speculation, substitution, phrasal verbs, perfect forms, subjunctive, embedded questions, advanced relative clauses, gerunds/infinitives, reported speech, reduced clauses, implied/inverted conditionals, articles, and adverbial control.
- Develop listening and reading skills for implicit meaning, nuance, rhetorical organization, bias, argument, cultural perspective, and complex source interpretation.
- Develop fluent spontaneous interaction, diplomatic language, persuasion, conflict management, humor, argumentation, and audience-sensitive presentations/discussions.
- Develop sophisticated extended writing with clear organization, argument development, synthesis, cohesion, register control, and stylistic revision.

Student Learning Outcomes (SLOs)

Domain	Observable and Measurable Outcome
Listening	Interpret extended, demanding spoken discourse, including implicit meaning, stance, rhetorical organization, and nuance, even when ideas are not fully explicit.
Speaking	Express complex ideas fluently and spontaneously, adapt language to audience and purpose, and establish, support, and defend perspectives in sustained professional, academic, and social interaction.
Reading	Critically interpret demanding texts on broad and complex topics, identifying explicit and implicit meaning, argument structure, perspective, rhetorical choices, and relationships among ideas.
Writing	Produce well-structured, detailed extended texts on complex subjects with clear argumentation, effective cohesion, appropriate register, and controlled use of organizational and stylistic devices.
Grammar & Vocabulary	Use a wide range of advanced grammatical structures and precise vocabulary flexibly and effectively to express subtle distinctions, stance, hypothesis, emphasis, and complex relationships.

4. Curriculum-to-Assessment Alignment

The following institutional matrix establishes how the principal SLO domains are taught and where direct evidence should be collected. Level-specific assessment blueprints should identify the exact tasks/items used for each SLO.

SLO Domain	Primary Curriculum Evidence	Summative Evidence / Control
Listening	StartUp listening tasks, conversations, podcasts/video talks, instructor-led comprehension work	Direct listening evidence must be included in a scored summative task or explicitly mapped within the written 50% component if Listening remains a progression SLO.
Speaking	StartUp conversation/speaking, discussion, role-play, presentation tasks	25% final speaking assessment scored with a level-appropriate rubric mapped to speaking SLOs.
Reading	StartUp readings and reading-strategy tasks	Direct reading evidence must be included in a scored summative task or explicitly mapped within the written 50% component if Reading remains a progression SLO.
Writing	StartUp writing tasks, guided composition, paragraph/essay/report development	25% final writing assessment scored with a level-appropriate rubric mapped to writing SLOs.
Grammar & Vocabulary	StartUp grammar/language choices, vocabulary, controlled and communicative practice	50% Grammar / Language Use summative component; blueprint maps items/tasks to level grammar and vocabulary SLOs.

5. Course Syllabi - Levels 1-8

The following syllabi implement the master curriculum. Weekly content is based on the existing AEA level syllabi and the Pearson StartUp unit sequence supplied by AEA. The master policies below apply consistently across all levels.

Level 1 - American English Experience Program Syllabus

Course Information	Details
CEFR	A1
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 1 Student Book and applicable Pearson digital resources
Prerequisite	Placement into Level 1
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

A foundational English course that develops essential communication in familiar everyday contexts through integrated listening, speaking, reading, writing, grammar, vocabulary, and pronunciation practice.

Course Goal

Build foundational English communication so students can manage immediate needs and familiar everyday interactions using simple language.

Course Objectives

- Teach and practice high-frequency vocabulary for personal information, family, home, neighborhood, weather, interests, food, services, and everyday activities.
- Develop control of foundational structures including be, articles, plurals, possessives, there is/are, prepositions, imperatives, simple present, count/noncount nouns, can/could, and introductory past forms.
- Develop basic listening and reading strategies for identifying main ideas, key words, names, times, prices, directions, and other concrete details in short texts and conversations.
- Provide structured speaking practice for introductions, descriptions, requests, directions, ordering food, discussing routines and interests, and other predictable exchanges.
- Develop sentence-level writing for contact information, descriptions, messages, profiles, and other short functional texts.

Student Learning Outcomes

Domain	Outcome
Listening	Identify the main idea and key concrete details in short, slow, clearly articulated messages and conversations about familiar everyday topics.
Speaking	Introduce self and others, exchange basic personal information, and complete short predictable interactions using simple questions, statements, and requests that are generally understandable to a supportive listener.
Reading	Identify the main idea and key details in short, highly supported everyday texts such as signs, profiles, messages, advertisements, menus, and simple descriptions.
Writing	Produce short, comprehensible sentences and simple connected messages about personal information and familiar daily topics using basic sentence patterns and appropriate capitalization and punctuation.
Grammar & Vocabulary	Use level-appropriate high-frequency vocabulary and foundational grammatical forms to communicate basic meaning in controlled and familiar contexts.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1: How is it going? page 5	Be verb (affirmative); articles (a/an); regular plural nouns; Need and Have	Introduce yourself and other, spell names, talk about things in an office
2	Unit 2: Who are they? page 15	Possessive adjectives; questions with who/what; be verb (negative); Live and Work	Describe people, family relationships
3	Unit 3: What a beautiful home! page 25	There is/are prepositions of place; questions with Where; Prepositions of placement and locations	Describe your home and your neighborhood, talk about thing in the home

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
4	Unit 4: Where are you? page 35	Questions with when + be; prepositions of time; The imperative: affirmative and negative	Talk about an event, make plans, ask for and give directions, say and repeat the time
5	Unit 5: Do you need and umbrella? page 45 and Formative test	Regular and irregular plurals	Ask about prices, talk about weather, what people wear and carry
6	Unit 6: What do you like to do? page 55	Simple present (affirmative and negative statements; Yes/no questions and short answers); Wh-questions and answers	Talk about music, interests, and free-time activities
7	Unit 7: Are you ready to order? page 65	Count and noncount nouns, some/any, can/could	Talk about food, order in a restaurant
8	Unit 8: Do you have a reservation? page 75	There is/are Like, want, and need + infinitives; prepositions of place	Ask for personal care items; give directions in a building; talk about where places are
9	Unit 9: Is everything OK? page 85	Describing things and technology; daily activities	Discuss things and people own; talk about what you're doing and about daily activities
10	Unit 10: How was your weekend? page 95	Simple past (be); yes/no questions; Wh-questions and irregular verbs	Describe your weekend; talk about past activities and vacation
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 2 - American English Experience Program Syllabus

Course Information	Details
CEFR	A2
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 2 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 1 or placement score 16-25
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

A high-beginner course that expands students' ability to communicate about routine personal, social, travel, health, and workplace situations using increasingly connected language.

Course Goal

Expand students' ability to communicate about routine personal, social, workplace, travel, health, and community situations with greater independence.

Course Objectives

- Expand vocabulary for work, commuting, personality, household activities, technology, plans, health, transportation, travel, food, shopping, and personal experiences.
- Develop control of reviewed simple present forms and introduce/extend present continuous, possessives, comparatives, future forms, adverbs of frequency, should, there is/are, movement prepositions, and simple past.
- Develop listening and reading strategies for identifying topics, main ideas, sequence, agreement/disagreement, directions, and specific information in short authentic-style texts.
- Provide speaking practice for describing people and routines, making invitations, discussing plans, giving advice, asking directions, recounting vacations, and completing routine transactions.
- Develop paragraph-level functional writing such as resumes, applications, emails, advertisements, and short descriptions.

Student Learning Outcomes

Domain	Outcome
Listening	Identify main ideas and important details in short, clear spoken texts and instructions on familiar topics and follow straightforward directions.
Speaking	Communicate in connected phrases and simple sentences about routines, past experiences, plans, abilities, health, travel, and other familiar matters, using generally appropriate pronunciation and intonation.
Reading	Identify main ideas, supporting details, sequence, and familiar vocabulary in short multi-sentence texts on everyday topics.
Writing	Produce short, connected texts and functional messages about familiar topics using level-appropriate vocabulary, sentence connectors, and basic paragraph organization.
Grammar & Vocabulary	Use simple and progressive forms, basic past and future reference, possessives, comparisons, modals, and level-appropriate vocabulary with sufficient control to convey intended meaning.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Uni1: What do you do? page 5	Review Simple present;	Talk about what you do and people at work; describe your commute; Listen
2	Unit 2: Who's that? page 17	Questions with who and what; Be vs. Have for description; Can for ability	Describe personality and appearance; Talk about skills and abilities.
3	Unit 3; What are you doing today? page 29	Present continuous for events happening now; Verbs + infinitive and gerunds	Talk about household chores; make and respond invitations; talk about free time

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
4	Unit 4: Whose phone is this? page 41	Questions with Whose; Possessive nouns and pronouns; Comparative adjectives	Talk about who owns something; ask for/ give/ refuse permission; compare things
5	Unit 5: Any plans for the weekend? page 53 Formative Test	Present continuous for the future; object pronouns; will for future	Talk about plans and problems with plans
6	Unit 6: Are you ok? page 65	Adverbs of frequency; should for advice and suggestions	Talk about daily routines; Talk about injuries; Talk about illnesses and remedies
7	Unit 7: How do I get there? page 77	There is/are Prepositions of movement	Make a phone call; ask about public transportation; Give directions
8	Unit 8: How was your vacation? page 89	Simple past (be). regular and irregular verbs - review	Describe a place; talk about a vacation; describe a hotel experience
9	Unit 9: What's for dinner? page 101	How much and how many; some/any (review); Would like for preferences and polite requests	Talk about food; describe how to cook something; order food
10	Unit 10: Where are you? page 113	Simple past; Future for plans with going to	Talk about important life events and when they happened; talk about life plans and goals
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%

Assessment	Timing	Weight / Result
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 3 - American English Experience Program Syllabus

Course Information	Details
CEFR	A2+
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 3 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 2 or placement score 26-29
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

A pre-intermediate course that develops connected communication about experiences, preferences, plans, and familiar issues while expanding control of tense, vocabulary, interaction, and text organization.

Course Goal

Develop increasingly connected communication about present, past, and future experiences while strengthening accuracy, interaction strategies, and comprehension of longer familiar texts.

Course Objectives

- Expand vocabulary and communicative functions related to life events, opinions, preferences, work, education, travel, relationships, services, and everyday problem solving.
- Develop level-appropriate structures including present continuous for temporary situations, past-time relationships, suggestions, sensory verbs, adverbs, past continuous, present perfect, comparisons, future reference, and question forms.
- Develop listening strategies for main ideas, details, speaker attitude/emotion, sequence, and contextual meaning.
- Build speaking fluency through invitations, advice, descriptions, narratives, opinions, short presentations, and interaction strategies such as showing interest, surprise, and clarification.
- Develop connected paragraph writing using conjunctions, time order, contrast, and level-appropriate grammar and vocabulary.

Student Learning Outcomes

Domain	Outcome
Listening	Identify main ideas, supporting details, sequence, and speaker attitude or emotion in short-to-moderate spoken texts on familiar and increasingly varied topics.
Speaking	Describe present and past experiences, preferences, plans, and familiar situations in connected speech and deliver a short, organized presentation using level-appropriate interaction and pronunciation strategies.
Reading	Identify main ideas, supporting details, fact/opinion, and contextual meaning in longer familiar texts and short informational or opinion-based readings.
Writing	Produce organized connected paragraphs and short functional texts using coordination, time relationships, and level-appropriate tense and vocabulary choices.
Grammar & Vocabulary	Use an expanding range of tense, comparison, question, and descriptive structures and vocabulary to express relationships among ideas with increasing accuracy.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1: What's going on with you? page 5	Present continuous; simple past; suggestions with Let's and Why	Talk about what you're doing and your family; make and respond invitations
2	Unit 2: What do you think? page 17	Sensory verbs + like; be + adjective infinitive; adverbs of degree and manner	Describe two similar things; describe personal traits; talk about how people do things
3	Unit 3: How was your weekend? page 29	Participle adjectives; past participles; adjectives to describe feelings	Express how you feel; talk about past activities; describe emotions
4	Unit 4: Would you like something to eat? page 41	Count and noncount nouns; some/any/no/much/ many/ a	Talk about choices; talk about food customs; talk about what you have and need

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
		lot of/ how much/ how many/ enough and too	
5	Unit 5: When can we meet? page 53 Formative Test	Could and should for suggestions; will/may/might to express likelihood; Have to/Need to for obligation and necessity	Make and respond to suggestions; identify problems and solutions; talk about what you need to do
6	Unit 6: How's your lunch? page 65	Too and enough + adjective; verbs + two objects; Past continuous with when	Talk about food preferences, gifts, and past events
7	Unit 7: Where are you going page 77	Gerund as objectives of prepositions; Would like/ love/hate + infinitive; Superlative adjectives	Talk about an upcoming trip, what you would like to do, and about geographical features
8	Unit 8: What are you doing tonight? page 89	Questions about the subject and object; So/Because(of) to show cause and effect; Time expressions	Talk about music and evening plans; describe habits and routines
9	Unit 9: Where do you want to meet? page 101	Future with will, be going to, present continuous, and simple present; indirect questions; adverbs and adverbial phrases of place	Talk about plans, reasons for being late, and where things are.
10	Unit 10: How long did you work there? page 113	Tag questions; present perfect with for and since, how long, and ever; questions with present perfect	Start a job interview; talk about your work experience; give more details about work
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade

Assessment	Timing	Weight / Result
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 4 - American English Experience Program Syllabus

Course Information	Details
CEFR	B1
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 4 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 3 or placement score 30-34
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

An intermediate course that develops independent communication in familiar social, travel, academic, and workplace contexts and introduces more sustained discussion, inference, argument development, and multi-paragraph writing.

Course Goal

Enable students to communicate independently in most familiar social, travel, academic, and workplace situations and to produce connected spoken and written discourse.

Course Objectives

- Develop vocabulary for interests, weather, workplace communication, entertainment, food, health, routines, travel, and other familiar or conceptual topics.
- Develop grammar including relative clauses, modals for conclusions, present perfect and continuous forms, cause/effect, reported imperatives, used to/would, passive voice, preferences, quantifiers, and other B1 structures.
- Develop listening and reading strategies for organization, cause/effect, inference, author opinion, supporting details, and purpose.
- Develop unrehearsed conversation, clarification, agreement, storytelling, discussion, and short presentation skills.
- Develop multi-paragraph and purposeful writing using main ideas, supporting details, contrast, argument development, and editing strategies.

Student Learning Outcomes

Domain	Outcome
Listening	Identify main ideas, supporting details, organization, speaker attitude, and basic inferences in clear standard speech on familiar and moderately complex topics.
Speaking	Manage most familiar conversational situations, sustain unrehearsed interaction, explain experiences and opinions, and deliver an organized three-to-four-minute presentation.
Reading	Comprehend multi-paragraph texts by identifying main ideas, supporting details, purpose, point of view, and meaning of unfamiliar words from context and word parts.
Writing	Produce organized paragraphs and short multi-paragraph texts with clear controlling ideas, relevant support, appropriate transitions, and generally controlled level-appropriate grammar.
Grammar & Vocabulary	Use B1-level tense, clause, modal, passive, gerund/infinitive, and connective structures with sufficient accuracy and vocabulary range to support independent communication.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1: What are your favorite things? page 5	No article; restrictive relative clause; sequence of adjectives	Talk about your interests and accessories; describe personal objects
2	Unit 2: What is the weather like? page 17	Must/may/might/could for conclusions; present perfect and present; Expressing cause and effect with so/such/that	Talk about the weather; report dangerous weather and discuss its effects
3	Unit 3: How well do you work together? page 29	Object complements; making suggestions; Imperatives in reported speech	Discuss problems at work; talk about avoiding problems; talk about a misunderstanding

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
4	Unit 4: How do you relax? page 41	Use to and would; So, neither, too, and either with simple present; simple past and passives	Talk about how life has changed; talk about what you like and a movie review
5	Unit 5: What are we eating? page 53 Formative Test	Tag questions; expressing preference with would rather and would prefer; quantifiers	Discuss restaurant experiences; talk about food preferences; tell a story about a party
6	Unit 6: How do you stay healthy? page 65	Gerunds as subjects and objects; past forms of be + going to for past intentions; prepositions of time	Talk about fitness activities and managing stress; give advice on staying healthy
7	Unit 7; How do you do this? page 77	Embedded wh-questions; comparisons with as…as; phrasal verbs with objectives	Ask about how to do something; talk about expectations; give instructions
8	Unit 8; How are you feeling? page 89	May/might/could with the continuous to show possibility; subordinating conjunctions in time clauses; future real conditional	Talk about feeling sick and flu; discuss what happens when you get sick
9	Unit 9: Can you tell me a story? page 101	Reflexive pronouns; past continuous with while and when; infinitives of purpose	Tell a personal story; retell a story; explain how you learned to do something
10	Unit 10: What will the future bring? page 113	Noun clauses with that; present unreal conditional; past perfect	Discuss hopes and dreams; talk about what if situations; tell someone's success story
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%

Assessment	Timing	Weight / Result
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 5 - American English Experience Program Syllabus

Course Information	Details
CEFR	B1+
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 5 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 4 or placement score 35-39
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

A high-intermediate course that strengthens comprehension of extended discourse and develops clear, detailed communication, presentation, analysis, and short essay writing across familiar and increasingly complex topics.

Course Goal

Strengthen students' ability to comprehend extended discourse and communicate clear, detailed ideas across personal, professional, and academic contexts.

Course Objectives

- Expand vocabulary for weather and environment, careers, culture, shopping, health, law and crime, fashion, technology, and other professional or social topics.
- Develop structures including reported speech, relative clauses, intensifiers, embedded questions, contrast, past intentions, passive forms, past perfect, causatives, wish/if only, and other upper-intermediate forms.
- Develop listening and reading analysis of main ideas, supporting details, purpose, counterarguments, definitions, contrasts, opinions, and organizational patterns.
- Develop discussion and presentation skills for reporting, explaining, persuading, disagreeing, and sustaining detailed interaction.
- Develop short essay and formal/functional writing with introductions, supporting development, conclusions, transitions, revision, and precise word choice.

Student Learning Outcomes

Domain	Outcome
Listening	Comprehend the main points and relevant supporting information in extended clear speech on familiar and some unfamiliar topics, including purpose, contrast, and speaker position.
Speaking	Participate effectively in extended conversation, explain processes and viewpoints, summarize information, and deliver an organized four-to-five-minute presentation with supporting detail.
Reading	Analyze longer texts for main ideas, organization, purpose, reasons, examples, and contextual meaning, including common idiomatic or figurative language.
Writing	Produce organized short essays and formal or functional texts with an introduction, developed body, conclusion, varied sentence structure, transitions, and appropriate revision.
Grammar & Vocabulary	Use a broad B1+ range of tense, voice, conditional, reported-speech, clause, and modal structures with generally consistent accuracy and increasingly precise vocabulary.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1; How was your trip? page 5	Get to express change; So and Such; Though, although, and even though	Talk about a weather event and wildlife; discuss endangered animals
2	Unit 2; What skills are you looking for? page 17	Reported speech; defining relative clauses; So, and therefore	Report what someone said, talk about job qualifications; discuss the future of work
3	Unit 3; What's going on? page 29	Superlative adjectives; negative questions; adverbial intensifiers with adjectives	Talk about cultural events; give opinions about TV shows; discuss ways to make life more interesting

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
4	Unit 4; What should I buy? page 41	Embedded wh-questions; Think, imagine, and wonder for requests; While and whereas	Give shopping advice; ask to return a purchase; discuss how people shop
5	Unit 5: Do you belong to a gym? page 53 Formative Test	Past intentions; So, too, neither, and either; plans or intentions for the future	Talk about health resolutions; describe symptoms and injuries; discuss sleep habits
6	Unit 6: Has the criminal been caught? page 65	Past perfect; present perfect passive; Do/did as a verb substitute	Describe a crime; talk about law and order; discuss crime-solving technology
7	Unit 7; Did you see what she's wearing? page 77	Reduced defining relative clauses; passive causatives; would rather (than)	Talk about people's clothes and clothing repairs; discuss fashion and attitude
8	Unit 8; Do I need to install something? page 89	Wish / if only to express regrets; showing purpose; even to emphasize a point	Talk about regrets; describe using a computer; discuss social media and friendship
9	Unit 9: Are you ready to walk away? page 101	Causative verbs; get, have, and make; advice, obligation, and expectation; unless	Talk about a past negotiation; negotiate a deal; discuss negotiation skills
10	Unit 10: How's she doing? page 113	Embedded yes/no questions; questions with final prepositions; repeated and parallel comparatives	Talk about a conversation; discuss a difficult interaction; discuss dealing with difficult people
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 6 - American English Experience Program Syllabus

Course Information	Details
CEFR	B2
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 6 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 5 or placement score 40-44
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

An upper-intermediate course that develops fluent, accurate, and detailed communication on complex concrete and abstract topics, with increased emphasis on argumentation, inference, register, formal writing, and presentation.

Course Goal

Prepare students for effective, detailed communication on complex concrete and abstract topics in social, academic, and professional settings.

Course Objectives

- Develop vocabulary and discourse for media, finance, health, environment, technology, culture, travel, workplace issues, problem solving, and urban life.
- Develop advanced B2 grammar and discourse choices including perfect and perfect continuous forms, unreal conditionals, reporting, passive forms, relative clauses, modals, emphasis, contrast, and formal connectors.
- Develop listening and reading skills for identifying argument structure, supporting evidence, source information, inference, counterarguments, and rhetorical choices.
- Develop extended discussion and presentation skills for summarizing, clarifying, supporting/refuting viewpoints, persuading, and adapting register.
- Develop summaries, reviews, formal emails, arguments, reports, and other organized writing with evidence, cohesion, and appropriate formality.

Student Learning Outcomes

Domain	Outcome
Listening	Comprehend and interpret main ideas, supporting details, organization, inference, and speaker position in extended spoken texts on complex familiar and academic/professional topics.
Speaking	Communicate with sustained fluency on complex topics, explain and defend viewpoints with reasons and examples, and deliver an organized presentation using effective transitions and appropriate register.
Reading	Analyze complex texts for argument, evidence, inference, stance, problem/solution relationships, and connections among ideas or sources.
Writing	Produce clear, detailed summaries, arguments, reports, reviews, and formal messages with logical organization, supporting evidence, cohesive devices, and controlled B2-level language.
Grammar & Vocabulary	Use a broad range of B2 grammatical structures and vocabulary flexibly and with good control to express nuanced relationships, inference, possibility, contrast, and emphasis.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1; What have you been watching? page 5	Present perfect continuous; review and expand; What clauses for emphasis; By to explain how	Describe what you've been watching; summarize the plot of a movie or tv show; discuss great movies
2	Unit 2: What's your return policy? page 17	As long as, providing (that), unless; past unreal conditional; connectives to express contrast and surprise	Ask about a return policy; discuss taking out a loan; talk about crowdfunding

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
3	Unit 3; Have you seen a doctor? page 29	Giving and asking for advice; reporting advice; not only… but also	Describe how you feel and ask for advice; describe injuries and report advice; talk about medical research
4	Unit 4: Are you doing anything special? page 41	Be supposed to; future continuous; reduced restrictive relative clauses	Talk about park rules and outdoor activities; discuss how to help the environment
5	Unit 5: What seems to be the problem? page 53 Formative Test	Past perfect continuous/ Need with gerunds and passive infinitives; infinitives as subject complements	Describe technology problems; talk about technology solutions; discuss how technology affects us
6	Unit 6: Where was it made? page 65	Simple present and simple past passive; restrictive and non-restrictive relative clauses; You, they, can/can't/ could/ couldn't for general truths	Describe a decorative object and music you like; discuss traditional food
7	Unit 7: When do you fly out? page 77	Comparisons with gerund and noun phrases; past habits with would/used to; It + past passive	Talk about air travel preferences and travel memories; discuss past transportations predictions
8	Unit 8: How have you been? page 89	Modals for past regrets and possibilities; Wish and If only (review); comparisons between clauses	Talk about interacting with people and about self-improvement; discuss your bucket list
9	Unit 9: Would you mind helping me? page 101	Would / Do you mind for permission and requests; modals with the passive; Likely and Certain + infinitive	Ask for help and show appreciation; talk about possible changes at work; discuss ways to solve problems
10	Unit 10: Has the city changed? page 113	Do or did for emphasis; past perfect with adverbial clauses of time; non-restrictive relative clauses for comments	Talk about how cities change and getting around a city; discuss lost and found items
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 7 - American English Experience Program Syllabus

Course Information	Details
CEFR	B2+
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 7 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 6 or placement score 45-49
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

An advanced course that develops precise, persuasive, and analytical communication through complex texts, spontaneous discussion, source-supported writing, presentation, and advanced language choices.

Course Goal

Refine students' ability to analyze complex information and communicate precise, persuasive, and well-structured ideas in demanding academic, professional, and social contexts.

Course Objectives

- Develop sophisticated vocabulary and discourse across travel/exploration, achievement, science, business, social issues, sports, history, and other abstract topics.
- Develop advanced language choices including perfect forms, real and unreal conditionals, gerund/infinitive patterns, articles/quantifiers, reported speech, agreement, passive reporting, causatives, participle clauses, modals, and future-in-the-past.
- Develop critical listening and reading strategies including summarizing, annotation, paraphrase, metaphor, inference, tone, perspective, and evaluation of arguments.
- Develop spontaneous discussion, argumentation, persuasion, seminar-style interaction, and presentations supported by examples and visual aids.
- Develop descriptive, definition, opinion, persuasive, analytical, and other extended writing using sources, rhetorical organization, and revision for accuracy and style.

Student Learning Outcomes

Domain	Outcome
Listening	Summarize extended speech and follow complex lines of argument on familiar and somewhat unfamiliar topics, identifying key examples, stance, implication, and selected idiomatic meaning.
Speaking	Participate fluently in spontaneous discussion, establish and defend a perspective with relevant support, and deliver detailed persuasive or argumentative presentations using appropriate discourse strategies.
Reading	Critically analyze complex texts for main ideas, supporting evidence, tone, perspective, figurative language, and implied meaning while using effective annotation and information-management strategies.
Writing	Produce well-developed descriptive, expository, opinion, and persuasive texts that establish a clear position, integrate relevant support or sources, and demonstrate effective organization and editing.
Grammar & Vocabulary	Use complex grammatical patterns and an increasingly abstract academic/professional vocabulary with a high degree of control appropriate to purpose and context.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1; What's over there? page 5	Present perfect vs. simple past; indefinite pronouns; types of adverbs	Talk about travel plans and space exploration; discuss urban exploration
2	Unit 2: What's your superpower? page 17	Present and future unreal conditional; future real conditional; present real conditional	Talk about superheroes; talk about how to excel; discuss why we love superheroes

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
3	Unit 3: How'd it come with that? ‘page 29	Verb + gerund vs. infinitive; gerund usage; verb + object + infinitive	Talk about what a genius is, fictional worlds, and different senses
4	Unit 4: Are you an animal person? page 41	Articles for general and specific nouns; quantifiers with singular vs. plural verbs/ articles for known and unknown information	Talk about animal videos; discuss animal personalities; discuss animal behavior
5	Unit 5: Is this going to work? page 53 Formative Test	Reported speech; chats in reported speech; common reporting verbs	Talk about starting a small business; talk about inventions; talk about a success story
6	Unit 6: Can I have a raise? page 65	Subject-verb agreement; probability and certainty in the future; expressing future time	Talk about compensation and gender pay; discuss wealthy inequality
7	Unit 7: What are you going to do about it? page 77	Passive voice: form and use; passive voice reporting structures; passive infinitive and causatives	Talk about making a difference and citizen journalism; discuss the impact of social media
8	Unit 8: What’s our story? page 89	Modifying relative clauses; participle clauses; initiative clauses	Talk about a solution to a problem and promotion strategies; talk about corporate origin stories
9	Unit 9: Do you follow any sports? page 101	Modals for speculation and expectations; expressing necessity and obligation; permission, strong advice, and prohibition	Talk about athletic competition, sports, and what sport is
10	Unit 10: Remember when? page 113	Future in the past; past perfect and past perfect continuous; expressing the past (review)	Talk about a life-changing decision and a memoir; discuss life in the past
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

Level 8 - American English Experience Program Syllabus

Course Information	Details
CEFR	C1
Course length	11 weeks / 198 instructional hours
Instruction	18 hours per week
Schedule options	Monday-Thursday and Friday-Saturday; morning and evening class options
Core material	Pearson StartUp 8 Student Book and applicable Pearson digital resources
Prerequisite	Successful completion of Level 7 or placement score 50
Attendance	Minimum 80%; absence limits are calculated by instructional hours. On the standard 44-meeting schedule, no more than 8 full class meetings may be missed.
Progression	Final summative grade of 80/100 or higher, plus attendance requirement

Course Description

A high-advanced course that develops flexible, fluent, audience-sensitive English for demanding academic, professional, and social purposes, including interpretation of implicit meaning, sophisticated argumentation, and extended writing.

Course Goal

Enable students to use English flexibly, fluently, and effectively for complex academic, professional, and social purposes, including interpretation, argumentation, and audience-sensitive communication.

Course Objectives

- Develop advanced vocabulary and discourse for performance, identity, bias, mystery, art, culture, finance, government, persuasion, humor, conflict, emotions, society, and ethics.
- Develop C1 language choices including noun clauses, future-time expression, passive reporting, causatives, past speculation, substitution, phrasal verbs, perfect forms, subjunctive, embedded questions, advanced relative clauses, gerunds/infinitives, reported speech, reduced clauses, implied/inverted conditionals, articles, and adverbial control.
- Develop listening and reading skills for implicit meaning, nuance, rhetorical organization, bias, argument, cultural perspective, and complex source interpretation.
- Develop fluent spontaneous interaction, diplomatic language, persuasion, conflict management, humor, argumentation, and audience-sensitive presentations/discussions.
- Develop sophisticated extended writing with clear organization, argument development, synthesis, cohesion, register control, and stylistic revision.

Student Learning Outcomes

Domain	Outcome
Listening	Interpret extended, demanding spoken discourse, including implicit meaning, stance, rhetorical organization, and nuance, even when ideas are not fully explicit.
Speaking	Express complex ideas fluently and spontaneously, adapt language to audience and purpose, and establish, support, and defend perspectives in sustained professional, academic, and social interaction.
Reading	Critically interpret demanding texts on broad and complex topics, identifying explicit and implicit meaning, argument structure, perspective, rhetorical choices, and relationships among ideas.
Writing	Produce well-structured, detailed extended texts on complex subjects with clear argumentation, effective cohesion, appropriate register, and controlled use of organizational and stylistic devices.
Grammar & Vocabulary	Use a wide range of advanced grammatical structures and precise vocabulary flexibly and effectively to express subtle distinctions, stance, hypothesis, emphasis, and complex relationships.

Methods and Techniques

- Communicative and task-based instruction
- Interactive pair and group work
- Listening, pronunciation, reading, and writing practice integrated with language instruction
- Role-plays, simulations, discussions, presentations, and problem-solving tasks appropriate to level
- Visual, multimedia, Pearson digital, and approved supplementary resources
- Instructor feedback, guided error correction, review, and targeted remediation

Weekly Scope and Sequence

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
1	Unit 1: Do you accept the challenge? page 5	Noun clauses as subjects, objects, and complements; easier to express future time; preparatory subjects: it, here, and there	Talk about performance and challenges discuss world problems
2	Unit 2: Are you a member? page 17	Passive voice: agent vs. no agent; causative verbs; active vs. passive reporting	Talk about stereotypes and about fandom; discuss bias

Week	Unit / Topic	Grammar / Language Focus	Communication / Skill Focus
3	Unit 3: How do you explain that? page 29	Modals for speculation about the past; modals for expectations; passive modals	Talk about famous mysteries and personal mysteries; discuss urban legends
4	Unit 4: Is it art? page 41	Substitution with so and not; phrasal verbs; past perfect and past perfect continuous with simple past	Talk about street art, AI, and art; discuss the benefits of improvisation
5	Unit 5: Say that again? page 53 Formative Test	The subjunctive; embedded yes/no questions; embedded Wh-questions	Talk about diplomatic language and cultural differences; discuss the origin of slang
6	Unit 6: What are they hiding? page 65	Restrictive and nonrestrictive relative clauses; relative clauses after prepositions and quantity expressions; reducing relative clauses to phrases	Talk about financial crime and a system of government; discuss power in society;
7	Unit 7: Do you think we should break up? page 77	Negative gerunds and infinitives; perfect gerunds and infinitives; reported speech	Talk about the art of persuasion and a breakup; discuss monopolies
8	Unit 8: Get it? page 89	Reduced adverb time clauses; cause and effect in participle phrases; participle adjectives and nouns as adjectives	Talk about humor and laughter; discus the art of joke telling
9	Unit 9: Can we talk about this? page 101	Implied conditionals; inverted conditionals; Hope and Wish	Talk about conflict and how to deal with conflict; discuss conflict in narratives
10	Unit 10: How do you feel? page 113	Articles; Too and Enough; adverbs	Talk about emotions and sadness; discuss happiness
11	Units 1 to 10 review; Final Summative Test	Mixed grammar/vocabulary review	Final Written Exam, Final Speaking Exam, and Final Essay

Assessment

Assessment	Timing	Weight / Result
Formative assessment	Midpoint, normally Week 5	Pass/Fail; 0% of final grade
Grammar / Language Use summative component	Week 11	50%
Final Speaking Assessment	Week 11	25%
Final Writing Assessment	Week 11	25%

The formative assessment is used to monitor progress and guide remediation; it does not contribute to the final grade. The summative assessments determine the final course grade. Students must earn at least 80/100 overall and satisfy the attendance requirement to advance.

Attendance

Students must maintain at least 80% attendance. On the standard 44-meeting schedule, a student may miss no more than 8 full class meetings during the 11-week term. For alternative schedules, including Friday-Saturday, the absence limit must be calculated by instructional hours so that the student does not exceed 20% of scheduled instructional time. Attendance and academic achievement are tracked separately; meeting the attendance requirement does not replace the requirement to demonstrate academic achievement.

6. Curriculum Review and Documentation Controls

To support systematic implementation of AEA's curriculum-review plan, reviews of this framework should explicitly document what was examined, what evidence was considered, what findings were reached, and what action was taken. Review records should be retained as implementation evidence.

Review Area	Evidence to Retain
Course goals, objectives, and SLO alignment	Meeting minutes, annotated curriculum, alignment matrix, approved revisions and effective dates
StartUp materials and teaching methodologies	Faculty input, lesson/material review records, student survey summaries, meeting minutes, action items
Assessment and SLO alignment	Assessment blueprints, rubrics, item/task mapping, sample scored work, score summaries, minutes
Student achievement	Pass/fail and progression data by level/site, SLO achievement data where available, analysis, decisions and follow-up
Multi-site input	Dated input/data from each applicable AEA location and documentation of how site-level findings informed decisions