



# 2026 English Conversation Class Curriculum Plan: Grade 2 (2학년)



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## Grading and Semester Overview

# Semester 1

Advanced English Writing I (50 Points)		English I (50 Points)	Both Courses
<u>Academic Word List</u>	<u>Culture and Music Video</u>	<u>Presentation</u>	<u>Participation</u>
20 Points	20 Points	40 Points	10 Points

# Semester 2

English II (50 Points)		Advanced English Writing II (50 Points)	Both Courses
<u>American Universities</u>	<u>Summative Review</u>	<u>Essay</u>	<u>Participation</u>
30 Points	10 Points	40 Points	10 Points



# Participation Grade 2026

## Participation Grading Criteria 2026

What	Notes/Factors Affecting Participation Scores
Late	You must be in your seat no later than one minute after the bell has rung.
Lazy	Not following teacher instructions, sleeping, not contributing during class discussion or activities.
Korean	Korean is not permitted from learners.
Food	Learners are not allowed to bring food into the English conversation classroom, this is a department-level policy.
Unprepared	Learners are expected to have, minimally, something to write with (i.e. pen or pencil) and something to write on (preferably paper).
Disrespectful	This includes, but is not limited to, disturbing another learner or teacher, using inappropriate language, touching/using property that does not belong to the learner, <b>ridiculing another learner’s ideas during group discussion</b> , et al.
Cheating	In any form, such as copying another learner’s writing for a grade, any form of plagiarism (표절), et al.
Off-Task	Not fulfilling requirements of a task; doing so in a half-hearted or apathetic manner.
ONLINE NOTES 1	During online lessons, learners must have webcams on and their faces must be visible (masks are okay). Any technical issues must be communicated to both the learner’s homeroom teacher and the learners conversational English teacher <b>prior</b> to the start of the class.
ONLINE NOTES 2	Lateness for online classes will be dealt with on a case by case basis with consequences determined by communicating with the learner’s conversational English teacher, homeroom teacher, the learner, and other educational/school staff.
BINDER	Learners are required to have a binder, which they must bring to <b>every class</b> .
LEARNER QUESTION LOG	Learners must proffer at least 5 queries over the course of the semester during <b>Common English</b> classes. This task must be completed at least two full weeks prior to the final exam. This may be done through written communication or via oral interaction.
HIGHLIGHTERS	Learners are expected to bring at least 3 differently colored highlighters.

## Academic Word List Unit Overview

**Note**-The unit consists of 5 lessons which, with the exception of a brief review of the previous lesson(s), will be structurally similar. The vocabulary practiced in this unit may be used to inform materials for the writing unit in the 2<sup>nd</sup> semester.

### Objectives

- Learners will rehearse 4 lexical items per lesson from the academic wordlist (Coxhead, 2000). The emphasis will be on enriching learners' awareness of frequent collocations with target items.
- Expose learners to relatively unique features of American culture.

### Sample Lesson

Section	Activities/Features
1. Recall of Items from the Previous Lesson*	<ul style="list-style-type: none"> <li>● Learners demonstrate their comprehension of target language items from the previous lesson(s).</li> </ul>
2. Establishing Learners' Prior Knowledge	<ul style="list-style-type: none"> <li>● Learners complete gap-fills to establish how well aware they are of the collocational patterns of the target items.</li> <li>● Learners discuss what are some connotations of the target items through a series of guided questions.</li> </ul>
3. Concordance Inference	<ul style="list-style-type: none"> <li>● Learners will look at concordance lines and infer key collocational patterns through guided questions.</li> </ul>
4. Intensive Listening	<ul style="list-style-type: none"> <li>● Learners will have content which connects to aspects of American culture.</li> <li>● Optional retelling tasks</li> </ul>
5. Elicit Writing	<ul style="list-style-type: none"> <li>● Give learners prompts</li> <li>● Responses should be brief (not to exceed 3 sentences)</li> <li>● Share and check for competent production</li> </ul>
6. Discussion/Interactive Tasks	<ul style="list-style-type: none"> <li>● Prompts that include the target item with key collocation patterns intact</li> </ul>
7. Retrieval/Review	<ul style="list-style-type: none"> <li>● Learners will engage in tasks that promote active retrieval of the target lexical items.</li> </ul>

\*This section is not necessary for the first lesson of this unit.



Academic Wordlist Unit Sequence

<b>Lesson #</b>	<b>Cultural Focus</b>	<b>Lexical Focus</b>
<b>1</b>	High School Sports Leagues	<ul style="list-style-type: none"><li>• focus on</li><li>• to maintain</li><li>• to the exclusion of</li><li>• to identify</li></ul>
<b>2</b>	Sweet 16	<ul style="list-style-type: none"><li>• rough estimate</li><li>• establish that</li><li>• to ensure</li><li>• design of</li></ul>
<b>3</b>	Garage Sales	<ul style="list-style-type: none"><li>• distinct from</li><li>• reside in</li><li>• vary from</li><li>• aspect of</li></ul>
<b>4</b>	American Parenting Styles	<ul style="list-style-type: none"><li>• what constitutes</li><li>• is derived from</li><li>• approach would be</li><li>• a/the majority of</li></ul>
<b>5</b>	Review	

## Academic Word List Unit Grading Criteria: In-class (Per Lesson)

Category	Point	Explanation
<b>Spoken Output</b>	.5	<p>Active participation in group discussions:</p> <ul style="list-style-type: none"> <li>• Degree of follow-up questions</li> <li>• Sincere contribution to activity</li> <li>• Sustained interaction (as appropriate); The learner does not finish the task prematurely.</li> <li>• The learner is engaged during allocated classroom time on the task at hand.</li> </ul> <p>The learner makes use of terminology introduced in the activity (when appropriate).</p>
<b>Written Output</b>	.5	<p>Factors include:</p> <ul style="list-style-type: none"> <li>• Comprehension of the task</li> <li>• A sincere effort to complete the task</li> <li>• Proper grammatical knowledge</li> <li>• Makes use of terminology introduced in the activity (when appropriate)</li> <li>• Adequate length (based on instructions for the specific task)</li> <li>• Use of vocabulary in contextually appropriate ways</li> <li>• Use of correct spelling</li> <li>• Use of correct punctuation</li> </ul> <p>The learner fully and clearly responds to the task.</p>
<b>Attitude</b>	.5	<p>The learner is:</p> <ul style="list-style-type: none"> <li>• supportive of team members.</li> <li>• helping to create a positive, as opposed to a negative, atmosphere.</li> <li>• generally not complaining during the task.</li> <li>• demonstrating adequate effort in completing in-class tasks.</li> </ul>
<b>Organization</b>	.5	<p>The learner is:</p> <ul style="list-style-type: none"> <li>• fully prepared.</li> </ul> <p>The learner has brought required materials in advance (if required) as requested by the teacher.</p>

## Academic Word List Unit Grading Criteria: Listening and Written Assessment (Lesson 5)

Component	Point Value	Justification for Loss of Points
<b>Listening</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Inappropriate words in the gapped elements of the text</li> </ul>
<b>Comprehension of task instructions</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Failure to demonstrate comprehension of the prompt</li> </ul>
<b>Written Production</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Issues related to grammar, spelling, inappropriate usage of lexis, and punctuation</li> <li>• Insufficient or excessive word length</li> <li>• The student composes a response that is contextually inappropriate. This may include, but is not limited to, speech register.</li> <li>• The text is excessively simple. This may include, but is not limited to, word choice, complexity of ideas, and the use of excessive redundancy to complete the minimum word requirements.</li> <li>• Writing an inappropriate sentence</li> </ul>

\*\*Any form of plagiarism will significantly impact the grade of the learner.\*\*

## Presentation Unit Schedule 2026

Lesson Number	What	Key Points
1	Topic Introduction	<ul style="list-style-type: none"> <li>● Grading criteria</li> <li>● Story structure</li> <li>● Examples</li> </ul>
2	Physical Message	<ul style="list-style-type: none"> <li>● Posture</li> <li>● Gesture</li> <li>● Voice</li> </ul>
3	Audience Engagement	<ul style="list-style-type: none"> <li>● Audience engagement strategies</li> </ul>
4	Adding Creativity to Your Script	<ul style="list-style-type: none"> <li>● Anaphora</li> <li>● Famous quote</li> <li>● Word play</li> </ul>
5	<b>Building Enthusiasm and Outlining Your Ideas</b>	<ul style="list-style-type: none"> <li>● <b>Strategies and attitudes necessary to bring your script to life!</b></li> <li>● <b>Preparation for script writing</b></li> </ul>
6	Write Script	<ul style="list-style-type: none"> <li>● Learners write script in-class</li> </ul>
7	Edit Writing and Review	<ul style="list-style-type: none"> <li>● Feedback</li> </ul>
8	Rehearse Physical Message	<ul style="list-style-type: none"> <li>● Mark script for voice/gesture/creativity</li> </ul>
9	Practice Presentation	<ul style="list-style-type: none"> <li>● Learners deliver one-minute practice presentations and receive feedback</li> </ul>
10	Self-Observation and Reflection	<ul style="list-style-type: none"> <li>● Learners observe a recording of their one-minute practice speech</li> <li>● Learners complete a self-assessment and self-reflection sheet following teacher guidelines</li> </ul>
11	Final Preparations	<ul style="list-style-type: none"> <li>● Select learner speaking order</li> </ul>
12	Final Presentations	<ul style="list-style-type: none"> <li>● Learners deliver final graded presentations</li> </ul>
13	Final Presentations	<ul style="list-style-type: none"> <li>● Learners deliver final graded presentations</li> </ul>

## Presentation Unit Grading Criteria

COMPONENT	JUSTIFICATION FOR LOSING POINTS (-) /ESSENTIAL COMPONENTS (+)
PREPARED (2)	<ul style="list-style-type: none"> <li>● Unplanned pauses which exceed 2 seconds-</li> </ul>
POSTURE (2)	<ul style="list-style-type: none"> <li>● Clear posture deviations, such as outlined in the Harrington, et al. text-</li> <li>● Nervous unplanned movement during the speech-</li> </ul>
VOLUME (2)	<ul style="list-style-type: none"> <li>● Determined by the individual teacher</li> </ul>
SPEED (2)	<ul style="list-style-type: none"> <li>● Determined by the individual teacher</li> </ul>
VOCAL EMPHASIS (2)	<ul style="list-style-type: none"> <li>● Lack of a clear general level of enthusiasm for the topic-</li> <li>● Lack of a clear use of “stress/stretch/pause” techniques-</li> <li>● Learner uses a sufficient number of “stress/stretch/pause” techniques+</li> </ul>
EFFECTIVE BODY LANGUAGE (2)	<ul style="list-style-type: none"> <li>● Arms hanging-</li> <li>● Self-touching gesture (i.e. correcting clothing/hair, et al.)-</li> <li>● Gestures are deficient-</li> <li>● Many gestures are delivered in a “half-hearted,” “imprecise” fashion-</li> </ul>
EYE CONTACT (2)	<ul style="list-style-type: none"> <li>● Stargazer glances more than two times-</li> <li>● Excessive blinking-</li> <li>● Staring down (i.e. at cue cards) after 3 times-</li> <li>● Not adequately shared around the room-</li> </ul>
ENGLISH USAGE (4)	<ul style="list-style-type: none"> <li>● Ungrammatical utterances, pronunciation, word choice, or awkward linguistic constructions-</li> <li>● Inappropriate use of register or language not suitable for the context or genre-</li> </ul>
BEHAVIOR DURING GROUP WORK (4) (LESSONS 1-11)	<ul style="list-style-type: none"> <li>● Utterances contain excessive ridicule and sarcasm-</li> <li>● Accepts the viewpoints of their conversational partners+</li> <li>● Collaborates with classmates in a suitable manner+</li> <li>● When appropriate, disagrees with a conversational partner in a respectful manner+</li> <li>● On Task+</li> </ul>
QUALITY (2)	<ul style="list-style-type: none"> <li>● Determined by the individual teacher</li> <li>● Speech follows the story structure+</li> <li>● Clear evidence of enthusiasm+</li> </ul>
IS IT ENGAGING? (2)	<ul style="list-style-type: none"> <li>● Absence of clear use of techniques to engage the audience-</li> <li>● Minimum of 1 per speech+</li> <li>● Use of yes/no questions when soliciting an audience response-</li> <li>● Engagement technique has extremely limited relevance to the topic-</li> </ul>
IS IT CREATIVE? (2)	<ul style="list-style-type: none"> <li>● Absence of clear use of strategies detailed elsewhere and taught during essays in the first semester-</li> <li>● Clear use of plagiarism by the learner in any aspect of the speech-</li> <li>● Copying expressions from teacher supplied materials-including (but not limited to) sentence stems, ideas, et al.-</li> </ul>
CLEAR (4)	<ul style="list-style-type: none"> <li>● Determined by the individual teacher</li> </ul>
COMPOSURE (4)	<ul style="list-style-type: none"> <li>● Issues include forgetting lines; repeating speech; pausing; uncontrolled laughter during the presentation; uhs/ums-</li> </ul>
TIMING (2)	<ul style="list-style-type: none"> <li>● Under 2:30 or over 3:30 can result in loss of points-</li> </ul>
SELF-ASSESSMENT + REFLECTION (2)	<ul style="list-style-type: none"> <li>● Self-reflection length is between 50-70 words+</li> <li>● All parts of the self-assessment are completed+</li> <li>● Composition follows the correct format and is written in complete sentences+</li> </ul>

## Culture and Music Video Unit: Overview

### Objectives\*

- Learners will understand and reflect on the value of the following staples of American culture: part-time jobs in high school, drive-in theatres, leisure time in high school, American views on the value of obtaining a college degree.
- Learners will comprehend and use the following lexical items during in-class interaction:

Single Word Items	Multi-word Items
<ul style="list-style-type: none"> <li>• Unwind</li> <li>• Restless</li> </ul>	<ul style="list-style-type: none"> <li>• Five and dime</li> <li>• Big box retailer</li> <li>• Nothing can last forever</li> <li>• Go far</li> <li>• Killing time</li> <li>• The times are changing</li> <li>• (it's) Now or never</li> </ul>

\*This lesson was partially inspired from Thibault (2025).

### Unit Sequence

Lesson #	Focus	Details
1	Vocabulary	<ul style="list-style-type: none"> <li>• See items in objectives</li> </ul>
2	Assessment and Culture Part One	<ul style="list-style-type: none"> <li>• Listening and Written Assessment</li> <li>• Part-Time Jobs</li> <li>• Drive-in Theatres</li> </ul>
3	Culture Part Two	<ul style="list-style-type: none"> <li>• American views on the value of obtaining a college degree</li> <li>• Leisure time during high school years</li> </ul>
4	<b>Artist:</b> Bryan Adams <b>Song:</b> Summer of '69	<ul style="list-style-type: none"> <li>• Listen to clips</li> <li>• Reflect on themes in the song</li> <li>• Evaluate the quality of the song</li> </ul>

## Culture and Music Video Unit Grading Criteria: In-class (Per Lesson)

Category	Point	Explanation
<b>Spoken Output</b>	<b>.5</b>	<p>Active participation in group discussions:</p> <ul style="list-style-type: none"> <li>• Degree of follow-up questions</li> <li>• Sincere contribution to activity</li> <li>• Sustained interaction (as appropriate); The learner does not finish the task prematurely.</li> <li>• The learner is engaged during allocated classroom time on the task at hand.</li> </ul> <p>The learner makes use of terminology introduced in the activity (when appropriate).</p>
<b>Written Output</b>	<b>.5</b>	<p>Factors include:</p> <ul style="list-style-type: none"> <li>• Comprehension of the task</li> <li>• A sincere effort to complete the task</li> <li>• Proper grammatical knowledge</li> <li>• Makes use of terminology introduced in the activity (when appropriate)</li> <li>• Adequate length (based on instructions for the specific task)</li> <li>• Use of vocabulary in contextually appropriate ways</li> <li>• Use of correct spelling</li> <li>• Use of correct punctuation</li> </ul> <p>The learner fully and clearly responds to the task.</p>
<b>Attitude</b>	<b>1</b>	<p>The learner is:</p> <ul style="list-style-type: none"> <li>• supportive of team members.</li> <li>• helping to create a positive, as opposed to a negative, atmosphere.</li> <li>• generally not complaining during the task.</li> <li>• demonstrating adequate effort in completing in-class tasks.</li> </ul>
<b>Organization</b>	<b>.5</b>	<p>The learner is:</p> <ul style="list-style-type: none"> <li>• fully prepared.</li> </ul> <p>The learner has brought required materials in advance (if required) as requested by the teacher.</p>

## Culture and Music Video Unit Grading Criteria: Listening and Written Assessment (Lesson 2)

Component	Point Value	Justification for Loss of Points
<b>Listening</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Inappropriate words in the gapped elements of the text</li> </ul>
<b>Comprehension of task instructions</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Failure to demonstrate comprehension of the prompt</li> </ul>
<b>Written Production</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Issues related to grammar, spelling, inappropriate usage of lexis, and punctuation</li> <li>Insufficient or excessive word length</li> <li>The student composes a response that is contextually inappropriate. This may include, but is not limited to, speech register.</li> <li>The text is excessively simple. This may include, but is not limited to, word choice, complexity of ideas, and the use of excessive redundancy to complete the minimum word requirements.</li> <li>Writing an inappropriate sentence</li> </ul>

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# American Universities Unit Plan

## Objectives

- Learners will gain a deeper understanding of aspects of higher education in America.
- Learners will rehearse discourse markers related to shifting topics and lexical chunks for promoting features of a location.

Discourse Markers Related to Shifting Topics	Lexical Chunks Promoting Features of a Location
<ul style="list-style-type: none"> <li>● Did somebody say + Noun?</li> <li>● Speaking of which, ...</li> <li>● Shifting gears, ...</li> <li>● On a related note, ...</li> </ul>	<ul style="list-style-type: none"> <li>● Home of the _____</li> <li>● Located near the + adjective + proper noun</li> <li>● Cost of living</li> <li>● Just a stone's throw away from _____</li> <li>● Featuring the world famous _____</li> <li>● We're (they're) proud to say we are the (# 1/ best in...) _____</li> </ul>

- Learners will practice public speaking in a semi-structured and semi-formal context.

## Task Description

**You have been assigned the responsibility to recruit (모집하다) exceptional (뛰어난) Korean high school students to attend an American university of your choice. You will make a promotional (홍보) presentation to increase interest in the university of your choice.**

## Unit Schedule

#	Content	Notes
1	Introduction and Target Lexical Items	<ul style="list-style-type: none"> <li>● A balance of comprehension and production activities related to target lexical items</li> <li>● Learners must select a university.</li> <li>● Learners will select among 8 potential universities.</li> </ul>
2	Review Target Lexis + Incorporating “Enthusiasm” in your Presentation + Prepare for the Presentation	<ul style="list-style-type: none"> <li>● Review target lexical items</li> <li>● Learners will analyze a teacher supplied fact sheet about the relevant university and city (1 page).</li> <li>● Learners will make progress on their presentation.</li> <li>● Learners will engage in considerations and an action plan for incorporating greater levels of enthusiasm in the presentation via studying models of successful past student performances.</li> </ul>
3	Written Target Lexis Quiz + Continue Preparing	<ul style="list-style-type: none"> <li>● Learners take a quiz. The quiz will feature a listening component and a prompt asking learners to compare their experience with the content in the listening.</li> <li>● Learners continue making progress on their presentation.</li> </ul>
4	Written Solo Reflection + Work on Project	<ul style="list-style-type: none"> <li>● Individually, learners will complete a six-minute reflection about how they plan to include enthusiasm in their presentation.</li> <li>● Learners continue making progress on their presentation.</li> </ul>
5	Rehearsal + Labeling of the Script	<ul style="list-style-type: none"> <li>● Optional peer feedback</li> <li>● Instructor feedback</li> <li>● Learners will mark areas of the script for a) individual contribution, b) target language items, and c) areas of vocal emphasis (such as contrastive stress, et al.).</li> </ul>
6	Rehearsal + Presentation	<ul style="list-style-type: none"> <li>● All learners deliver a presentation.</li> </ul>

**Note:** Universities for the learner presentations will be determined in collaboration with native English teachers during the first semester of 2026.

# American Universities Grading Criteria

Point (30)	What	Notes (+=necessary/ -=justification for losing points/ +/-=necessary feature or potential justification for losing points)
7	Target Lexis Quiz	<ul style="list-style-type: none"> <li>• Gapped listening on American high school life</li> <li>• Written component: learners must compare their experience to the content of the listening. +</li> <li>• Written length is between 70-80 words. +</li> <li>• The text contains at least two coherent paragraphs. +</li> <li>• At least one difference and one similarity must be addressed. +</li> <li>• The quiz will have a maximum length of 15 minutes.</li> </ul> <p><u>Written English Usage: +/-</u></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Word choice as determined by a native speaker</li> <li>• Excessively awkward written utterances -</li> <li>• Content appropriacy</li> <li>• Evidence of a coherent and cohesive text</li> </ul>
3	Target Lexis Use	<ul style="list-style-type: none"> <li>• Each member provides at least one target discourse marker and at least one target lexical chunk during the presentation. +</li> <li>• The target items must be used appropriately. +</li> </ul>
7	Class Presentation (no written language supports are allowed during the speech)	<ul style="list-style-type: none"> <li>• Enthusiasm +</li> <li>• Script follows the story structure. +</li> <li>• Script is a minimum of 200 words (or 300 words for a group of three). +</li> <li>• The script is finished in full (i.e. the presentation is completed). +</li> <li>• There is clear evidence of advance preparation. +</li> <li>• The individual student speaks in a manner which is appropriate to the genre. +</li> <li>• Balance in amount of speaking among partners (assessed individually) +</li> <li>• The presentation lasts at least 2 minutes (2:30 maximum—3:00-3:30 for a group of three). +</li> </ul> <p><u>English Usage +/-</u></p> <ul style="list-style-type: none"> <li>• English accuracy (written notes will not be allowed during the presentation) +/-</li> <li>• Speaking in a fluent manner with an appropriate rate of speaking +/-</li> <li>• There is suitable variety in the language by the learner. (the learner is not overusing sentence structures or simplistic language in their spoken output) +/-</li> <li>• Plagiarism</li> </ul>
7	Respectful and On-task	<ul style="list-style-type: none"> <li>• Determined by the individual teacher</li> <li>• Students will complete a form indicating how they will deliver enthusiasm in their presentations during lesson 4. +</li> <li>• Learners will mark areas of the script for a) individual contribution, b) target language items, and c) areas of vocal emphasis (such as contrastive stress, et al.) during lesson 5. +</li> <li>• Every student must mark at least five words or lexical items they intend</li> </ul>

		<p>to stress or emphasize during their performance assessment which will take place on the sixth lesson of the unit. +</p> <p><u>Written Components May be Assessed for: +/-</u></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Word choice as determined by a native speaker</li> <li>• Excessively awkward written utterances -</li> <li>• Content appropriacy</li> </ul>
1	Written Question to the Presenters (on the day of the test)	<ul style="list-style-type: none"> <li>• Each student will have one minute to write one question to the presenters. The question must contain at least seven words. +</li> </ul> <p><u>Written Components May be Assessed for: +/-</u></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Word choice as determined by a native speaker</li> <li>• Excessively awkward written utterances -</li> <li>• Content appropriacy</li> <li>• The written questions are identical. -</li> </ul>
5	Lesson 4 Written Reflection	<ul style="list-style-type: none"> <li>• Learners will be prompted individually to state how they intend to display enthusiasm in their presentations.</li> <li>• Does the written reflection correspond to what the learners did during their actual presentation? +</li> <li>• The length is 25-30 words. +/-</li> </ul> <p><u>Written Components May be Assessed for: +/-</u></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Word choice as determined by a native speaker</li> <li>• Excessively awkward written utterances -</li> <li>• Content appropriacy</li> </ul>

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## Essay Unit Fall Semester 2026 Daeil Foreign Language High School



## Schedule

<b>LESSON</b>	<b>KEY FOCUS</b>
<b>1</b>	<b>Grading Expectations and Essay Structure</b>
<b>2</b>	<b>Review Essay Structure and Introductions</b>
<b>3</b>	<b>Introductions</b>
<b>4</b>	<b>Body Paragraphs Part 1</b>
<b>5</b>	<b>Body Paragraphs Part 2 + Writing Body or Introduction</b>
<b>6</b>	<b>General Review</b>
<b>7</b>	<b>Conclusions</b>
<b>8</b>	<b>Practice Test</b>
<b>9</b>	<b>Feedback and Final Practice/Review</b>
<b>10</b>	<b>Essay Test</b>

## Grading Criteria Essays Fall Semester 2026 English Conversation Class

What	FACTORS INFLUENCING FINAL SCORE (+ MEANS IT IS REQUIRED AND - MEANS JUSTIFICATION FOR LOSING POINTS)
Introduction (8 Points Total)	<ul style="list-style-type: none"> <li>● Minimum of 3 sentences +</li> <li>● Exceeding 5 sentences -</li> <li>● Less than 3 sentences -</li> </ul>
<i>Hook (4)</i>	<ul style="list-style-type: none"> <li>● Rhetorical Questions -</li> <li>● Paraphrasing essay question/thesis -</li> <li>● Lacking clear application of rhetorical techniques (i.e. alliteration, metaphor, et al.) -</li> <li>● Learner is clearly utilizing frames/language/sentence stems from teacher examples -</li> <li>● Low quality -</li> </ul>
<i>Thesis (2)</i>	<ul style="list-style-type: none"> <li>● Lack of clarity -</li> <li>● More than one sentence -</li> <li>● Doesn't answer the actual essay prompt -</li> </ul>
<i>Map (2)</i>	<ul style="list-style-type: none"> <li>● Sequence does not correspond to the order in the body paragraphs -</li> <li>● Not one sentence -</li> <li>● Not separate from thesis –</li> <li>● Reasons are vague or inappropriate for the topic -</li> </ul>
Body Paragraphs (12 points total)	<ul style="list-style-type: none"> <li>● A range of 8-10 sentences +</li> </ul>
<i>Topic Sentence (3)</i>	<ul style="list-style-type: none"> <li>● The topic sentence does not clearly express the main idea of the body paragraph -</li> <li>● Topic sentence is excessively vague -</li> <li>● Transitions are not appropriately used –</li> <li>● The topic sentence does not paraphrase the appropriate essay map item -</li> </ul>

<p><i>Structure and Quality of Reasoning (9)</i></p>	<ul style="list-style-type: none"> <li>● Presence of unnecessary details unrelated to the topic sentence -</li> <li>● Feeling of cohesion among elements of the body paragraphs +</li> <li>● Weak reasoning or excessively general reasoning -</li> <li>● Redundancy -</li> <li>● Anecdotes, examples, comparisons with explanations/justifications are acceptable forms of reasoning +</li> </ul>
<p><b>Conclusion (8 Points Total)</b></p>	<ul style="list-style-type: none"> <li>● Minimum of 3 sentences +</li> <li>● Exceeding 5 sentences -</li> <li>● Less than 3 sentences -</li> </ul>
<p><i>Summary Statement (2)</i></p>	<ul style="list-style-type: none"> <li>● Summary statement is paraphrased +</li> <li>● Items in the summary statement are in the order corresponding to the body paragraphs +</li> <li>● Summary and thesis are separate sentences +</li> <li>● Ideas in the summary statement are vague or inappropriate to the topic -</li> </ul>
<p><i>Restated Thesis (2)</i></p>	<ul style="list-style-type: none"> <li>● Restated thesis is paraphrased from the introduction +</li> <li>● Lack of clarity -</li> <li>● More than one sentence -</li> <li>● Summary statement and thesis are combined in one sentence -</li> </ul>
<p><i>Clincher (4)</i> <b>Language and Content (8 Points Total)</b></p>	<ul style="list-style-type: none"> <li>● SEE HOOK</li> </ul>
<p><i>Grammar (2)</i></p>	<ul style="list-style-type: none"> <li>● Every general grammar error -</li> <li>● Every 2 preposition, conjunction or article errors -</li> </ul>

<p><i>Spelling/Word Choice (2)</i></p>	<ul style="list-style-type: none"> <li>● Every spelling or word choice issue [as determined from a native speaker perspective] -</li> </ul>
<p><i>Style (2)</i></p>	<ul style="list-style-type: none"> <li>● Ultimately determined by the teacher, includes factors like unclear sentences, excessively simple sentences, fragments, efficiency, redundancy, need for more specificity, lack of action verbs, run-on-sentences, excessive use of clichés, limited cohesion among sentences, and coherence among paragraphs -</li> <li>● Paragraph is improperly formatted (i.e. inappropriate spacing and indentations, et al) -</li> </ul>
<p><i>Quality (2)</i></p>	<ul style="list-style-type: none"> <li>● Learner is clearly utilizing frames/language/sentence stems from teacher examples (outside of the hook and clincher) -</li> <li>● Learner has clearly misunderstood the essay question -</li> <li>● Learner is clearly adding language that contributes little of value to the argument in the persuasive essay -</li> <li>● Suspected plagiarism -</li> </ul>
<p><b>In-class (4 Points)</b></p>	<ul style="list-style-type: none"> <li>● On-task +</li> <li>● Insufficient effort –</li> <li>● Very weak performance on the practice test –</li> <li>● Incomplete tasks –</li> <li>● Incomplete practice test –</li> </ul>

**\*\*Any form of plagiarism will significantly impact the grade of the learner.\*\***

# Summative Review Lesson

## Objectives

- Learners will consolidate vocabulary chunk learning over the course of the academic year.
- Learners will reflect on the value of the content they have learned over the course of the academic year.

## Lesson Outline

<b>Part #</b>	<b>Focus</b>	<b>Details</b>
<b>1</b>	Review	<ul style="list-style-type: none"><li>• Vocabulary Chunks</li><li>• Ranking of Enjoyment</li></ul>
<b>2</b>	Assessment	<ul style="list-style-type: none"><li>• Listening</li><li>• Writing</li></ul>

## Summative Review Lesson Grading Criteria: Listening and Written Assessment

Component	Point Value	Justification for Loss of Points
<b>Listening</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Inappropriate words in the gapped elements of the text</li> </ul>
<b>Comprehension of task instructions</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Failure to demonstrate comprehension of the prompt</li> </ul>
<b>Written Production</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Issues related to grammar, spelling, inappropriate usage of lexis, and punctuation</li> <li>Insufficient or excessive word length</li> <li>The student composes a response that is contextually inappropriate. This may include, but is not limited to, speech register.</li> <li>The text is excessively simple. This may include, but is not limited to, word choice, complexity of ideas, and the use of excessive redundancy to complete the minimum word requirements.</li> </ul>
<b>In-class</b>	<b>2</b>	<ul style="list-style-type: none"> <li><b>See:</b> Academic Word List Unit Grading Criteria #1-In-class (Per Lesson)</li> </ul>

\*\*Any form of plagiarism will significantly impact the grade of the learner.\*\*

### Additional Lessons

- In the event that there are additional lessons for particular classes prior to the week before final exams, teachers are free to teach material that is either independently produced or selected. However, the teacher must supply a lesson plan and upload it to a website which a supervisor may access at any time.

## References

- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238. <https://doi.org/10.2307/3587951>
- Thibault, N. (2025). Beyond “Filling the Gap”: How to use pop music to spark learning, discussions and creativity in EFL classrooms. *The English Connection*, 29(3), 16-18.  
[https://www.koreatesol.org/sites/default/files/pdf\\_publications/TECv29-2Summer2025.pdf](https://www.koreatesol.org/sites/default/files/pdf_publications/TECv29-2Summer2025.pdf)



## Appendix: Major Assessments at a Glance\*

### Semester 1

Common English I (50 Points)		Advanced English I (50 Points)
<b>Academic Word List</b> <b>Lesson 5:</b> Listening and Written Assessment (10 points)	<b>Culture and Music Video</b> <b>Lesson 2:</b> Listening and Written Assessment (10 points)	<b>Speech</b> <b>Lesson 10:</b> Self-Observation (2 Points) <b>Lesson 12 and 13:</b> 3 Minute Speech (34 Points)

### Semester 2

Common English II (50 Points)		Advanced English II (50 Points)
<b>American Universities</b> <b>Lesson 3:</b> Listening and Written Assessment (7 points)  <b>Lesson 4:</b> Reflection (5 points)  <b>Lesson 6:</b> Presentation: (10 points)  <b>Lesson 6:</b> Written Question to the Presenters (1 point)	<b>Summative Review</b> <b>Lesson 1:</b> Listening and Written Assessment (8 Points)	<b>Writing</b> <b>Lesson 10:</b> Written Essay Test (36 Points)

\*Discrepancies between total points and the point totals assigned to “major assessments” are addressed in the “in-class” grading criteria sections located at various points in this document.

### FOZ Semester 1\*\*

FOZ Session #1	FOZ Session #2	FOZ Session #3	FOZ Session #4	FOZ Session #5	FOZ Session 6	FOZ Session 7	FOZ Session 8
Ice Breaker #2	AWL # 4	AWL #5	Pre-Mid-Term #1	Pre-Mid-Term #2	Speech #12	Speech #13	Music Video #1

\*\*All classes will do exactly 7 FOZ sessions

### FOZ Semester 2\*\*\*

\*\*\*To Be determined during the first semester