

# PROGRAM OUTCOMES

## (QUALITY SCHOOLS INTERNATIONAL)

### \*ENGLISH\*

(July 2014)

The English program of Quality Schools International is related to the following Exit Outcomes:

#### **I. Success Orientations -**

- Trustworthiness
- Responsibility
- Concern for Others
- Kindness/Politeness
- Group Interaction
- Aesthetic Appreciation
- Independent Endeavor

#### **II. Competencies -**

- Verbal and Written Communications Skills
- Commercial Skills
- Thinking and Problem Solving Skills
- Decision Making and Judgment Skills
- Psychomotor Skills

#### **III. Knowledge -**

- English/Literature
- Cultural Studies
- Science
- Creative and Applied Arts
- Personal Health and World Environmental Issues
- Languages other than English

There are three basic divisions of the English program of Quality Schools International, as follows:

- I. **Elementary English** - normally engaged beginning in the 5-year-old class and completed in the 13-year-old class. However, some students may attain mastery of this body of knowledge a year or two before completing the 13 year old class, while others may not attain mastery until *in* secondary school. This program is divided into four areas: Reading Literacy, Writing Literacy, Library Skills, and Computer Literacy. Courses appropriate for age level, achievement level, and maturity are developed in each of these areas. Following is a description of the areas:

> **Reading** - sight vocabulary; decoding of words through phonics and structural analysis skills; identifying and writing the alphabet; letter-sound recognition; sequencing; oral reading; independent reading; making connections to; questioning; visualizing and inferring; determining importance; synthesizing information; following oral and written directions; stating cause and effect; determining fact, fantasy, or opinion; predicting story endings; study and research skills; comprehension; and literature appreciation (including drama and poetry).

> **Language Arts** - six parts as follows:

A) **Writing Skills:** narrative, descriptive, persuasive, creative, and expository compositions.

B) **Listening Skills:** following oral directions; recognizing statements, questions, and exclamations; and employing active listening skills to interpret meaning.

C) **Study Skills:** logically organizing materials and information, taking notes, and managing time.

D) **Practical Skills:** grammar, spelling, proofreading, use of reference materials, research methods, computer applications, handwriting, formatting, vocabulary enhancement, and communicative writing.

E) **Speaking Skills:** public speaking and interpersonal communications.

F) **Writing Process:** ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

> **Library Skills** - knowledge of: rules, regulations, and process of library circulation; a variety of kinds of books; various areas and sections of the library; parts of a book; Dewey Decimal Classification System (DDC); the card catalog and reference materials; electronic reference materials; and how to prepare a bibliography.

> **Technology** - computer knowledge (hardware, software, and the care thereof); use of computer-assisted instruction software; keyboard familiarity and introduction to typing; word processing; use of multi-media materials; digital citizenship and use of telecommunication technology.

II. **Intensive English** - for students (both elementary and secondary) in need of special attention in verbal and written English.

The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to the Elementary or Secondary Division as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress in this division at different rates. Students are assigned to the appropriate level in this division to meet individual needs. Special instruction is designed to bring elementary students to age-level equivalency in Reading and Language Arts, with

the skills needed to experience success as they transfer into these 'mainstream' classes. Students of secondary school age will enter the Secondary English division when they have the skills to experience success in the secondary English courses. Students do not receive secondary credits for units mastered in the Intensive English division.

For students entering a QSI school with little or no English there is an initial emphasis on providing survival skills in spoken English. The content of Intensive English parallels that of the Elementary English division while building a foundation for academic success. In addition, some secondary students focus on the vocabulary and concepts of science and cultural studies. This is developed in consultation with secondary teachers with a view to easing the transfer of students to appropriate secondary courses.

### III. **Secondary English** - divided into four areas:

> **Writing (Composition and Grammar)** - Two courses (of ten required unit outcomes each) constitute this area:

- Writing I
- Writing II

Initial engagement normally starts in the first year secondary. Mastery of the essential unit outcomes of the Elementary English division must be demonstrated as a prerequisite for entry into Writing I. This results in the engagement of some elementary students and the delay of entry of some secondary students until after their first secondary year. In exceptional cases students may engage if they have mastered less than all the 13 year old reading and language arts outcomes, but at least the 12 year old reading and language arts outcomes. New students will be assigned by means of testing, teacher observation, and other methods, to determine the level of mastery of English grammar and composition. Based upon this assessment students will be assigned in this area at the appropriate level.

The content of this area consists of parts of speech; parts of a sentence; subject-verb agreement; vocabulary building; the writing process (including proof-reading); writing complete and effective sentences; writing effective paragraphs; descriptive writing; narrative writing; expository writing; and letter writing. Students are expected to demonstrate correct usage of verbs, pronouns, modifiers, the phrase, the clause, capitalization, punctuation, and spelling.

This area is designed to provide students with skills and tools needed for success in university studies, employment, and/or daily living in the modern world. Mastery of Writing is a graduation requirement of the school and may be demonstrated by appropriate success on a proficiency test or by mastery of the Writing I and Writing II unit outcomes.

> **English (Literature/Drama/Speech)** - Four courses (of ten required unit outcomes each) constitute this area:

- Literature I

- Literature II
- American Literature
- British Literature

Initial engagement usually starts concurrently with Writing, since both Literature I and Writing I have the same prerequisite.

The content of this area consists of vocabulary, literary terms, speech, poetry, short stories, drama, novels, essays, journals, biographies, autobiographies, folklore, epics, and mythology, all drawn from American Literature, British Literature, and World Literature. In American and British Literature students will interpret literature by examining the related history, politics, arts, religion, socio-economic conditions, science, and technological developments

- > **Technology (keyboarding and computer applications)** - One course of essential unit outcomes and a number of selective units constitutes this area. It is open to secondary students of any level as well as to students in the 12 and 13 year old classes. Since these skills are needed in many of the secondary school courses, students are encouraged to engage in this course as early as possible.

The purpose of this course is to prepare students for entry into the modern world of technology. Mastery of ten unit outcomes is required for graduation, including the essential units (which comprise keyboarding, word processing, spreadsheet, digital citizenship, information acquisition, image manipulation, social net working, and publication/presentation). Students will have a choice of engaging in two or more selective units, with the possibility of earning fifteen credits in Technology.

The selective units are designed to meet the diverse needs of students ranging in age from the 12 year old class to the highest level secondary class. The total number of outcomes mastered in a school year may vary with maturity and interest.

The selective units may include the following: desktop publishing, digital imaging, multi-media technology, electronic-assisted research, telecommunications, graphic design, robotics, animation, GIS & GPS, emerging technology, and beginning programming (complete programming courses are included in the mathematics program outcomes).

- > **Research Project** - One course of ten essential unit outcomes normally engaged during the fourth year secondary constitutes this area. This is designed to give students the tools needed to be successful in university studies and to enhance their skills in research procedures, analyses of data, and report writing.

The student chooses a project of his/her interest and engages in independent study culminating in the student's 'Exhibition'. This includes a written report and an oral presentation submitted formally to a critical audience.

Each of the above courses which earns secondary credits has selective unit outcomes in which students may engage for additional secondary credits. Also

special unit outcomes may be designed for some students as independent-study units under the guidance of the appropriate instructor. In certain cases a student may engage in essential or selective outcomes as an independent-study unit.

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**To qualify for the secondary graduation 'academic' diploma, each student is required to attain mastery of at least eighty unit outcomes in the English program including the requisite outcomes of Writing I & II, Literature I & II, American Literature, British Literature, Computer Literacy, and Research Project.**

**To qualify for the secondary graduation 'practical' diploma, mastery of American Literature, British Literature, and Research Project is not required. Mastery of fifty unit outcomes is required including the requisite outcomes of Writing I & II, Literature I & II, and Computer Literacy. This diploma is not intended for students who wish to pursue higher studies at the university level.**