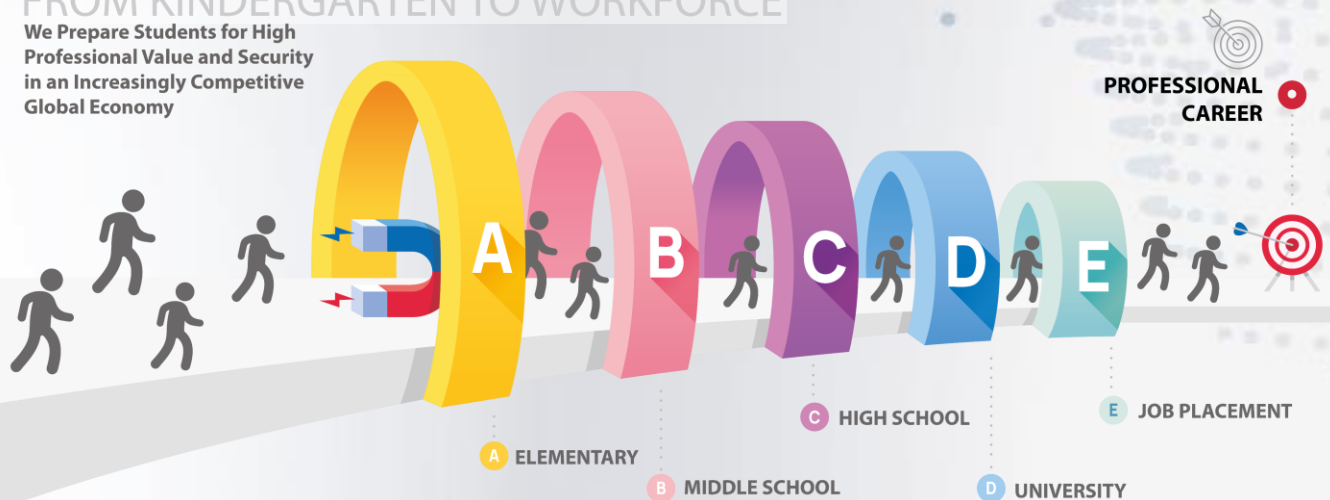


# INTRODUCTION

## GEC STUDENT DEVELOPMENT FROM KINDERGARTEN TO WORKFORCE

We Prepare Students for High Professional Value and Security in an Increasingly Competitive Global Economy



### A. ELEMENTARY

Young students need solid English language skills BEFORE they enter Middle School years, when testing and rigorous academics displace proficiency English as a priority.

### B. MIDDLE SCHOOL

Middle School students need test support and advanced English Grammar skills, but also need to maintain their advancement in practical skill for Academic English.

Begin adding Summer Trips Abroad to visit Harvard, MIT and other important places.

### C. HIGH SCHOOL

During High School, students have the option to earn a US Dual High School Diploma, which prepares them for absolute success in a US University program.

### D. UNIVERSITY

During High School, students have the option to earn a US Dual High School Diploma, which prepares them for absolute success in a US University program.

### E. JOB PLACEMENT

During High School, students have the option to earn a US Dual High School Diploma, which prepares them for absolute success in a US University program.

### F. PROFESSIONAL CAREER

During High School, students have the option to earn a US Dual High School Diploma, which prepares them for absolute success in a US University program.

# STANDARDS AND CONTENT



## Foundation and Utility of GEC Content

• **Foundation:** GEC content is founded on domains and standards, which are depicted in the image below, from the GEC Standards Library. Content on GEC is generated from these standards so that when the standards change, the content will simply follow along. This is an auto-populating and auto-updating learning environment. The processes by which the system self-improves are proprietary. Suffice it to say, there is currently nothing else like GEC in the world.

• **Utility:** Based on the Standardized data sets representing different zones of human knowledge, GEC's system can produce learning experiences apart from a traditional LMS, or for any LMS. Depending on the internal data structures (DB tables and fields), GEC's technology team can export lesson content in the structure and form that fits the internal data format of any company.

The screenshot displays two panels from the GEC Standards Library:

- Create Grade Panel:** Lists various difficulty levels and subjects.
  - Elementary Topics
  - Foundational Knowledge
    - Life Science (D: 69, S: 329)
    - Earth Science (D: 62, S: 389)
    - World History (D: 91, S: 456)** (highlighted)
  - Advanced Placement
  - University Knowledge
  - Personal Development
  - Nursing

- Create Domain Panel:** Shows a hierarchy of domains and standards.
- Geography and History 7 (Domain)
  - Elements of Geography (Standard: GEC.FK.WH.1.1.a)
    - The World in Spatial Terms (Standard: GEC.FK.WH.1.1.b)
    - Places and Regions (Standard: GEC.FK.WH.1.1.c)
    - Physical Systems (Standard: GEC.FK.WH.1.1.d)
    - Human Systems (Standard: GEC.FK.WH.1.1.e)
    - Environment and Society (Standard: GEC.FK.WH.1.1.f)
    - The Uses of Geography (Standard: GEC.FK.WH.1.1.g)

Annotations in the image point to:

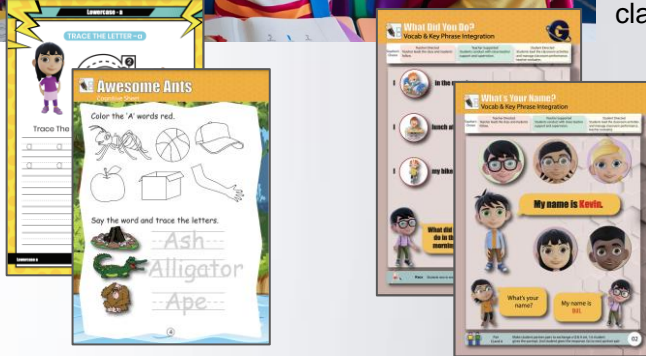
- Difficulty:** Points to the 'Elementary Topics' category in the 'Create Grade' panel.
- Subject:** Points to the 'World History' subject in the 'Create Grade' panel.
- Domain:** Points to the 'Geography and History 7' domain in the 'Create Domain' panel.
- Standard:** Points to the 'Elements of Geography' standard in the 'Create Domain' panel.

# KINDER THROUGH GRADE THREE



## Kinder through Grade 2

- Students:** Thrive in a fun, engaging environment where basic language skills are introduced through play and activities.
- Parents:** Seek reassurance about their child's progress and value a nurturing, supportive educational experience.
- Teachers:** Focus on creating enjoyable lessons that promote early language development while managing classroom dynamics.



### Coordinated Materials

- Songs with Dances
- Animated Videos
- Digital Problems
- Printable Worksheets

## Grades 3 and 4

- Students:** Experience a blend of interactive learning and structured activities as they transition to more serious academic expectations.
- Parents:** Expect measurable progress and seek productive ways for their children to utilize language skills outside of school.
- Teachers:** Aim to balance fun with accountability, fostering a sense of responsibility in learners while addressing diverse proficiency levels.



### Coordinated Materials

- Animated Videos
- Lecture Videos
- Digital Problems
- Digital Vocab Lessons
- Printable Books



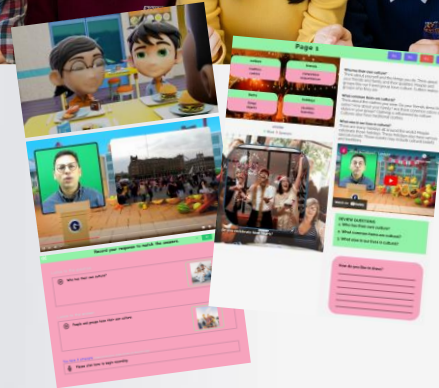
## Grades 5 and 6

- Students:** Begin to engage more deeply with language, taking on challenges that prepare them for middle school academics.
- Parents:** Desire confidence in their children's English abilities and are more invested in their academic outcomes.
- Teachers:** Work to develop students' social skills alongside academic growth, responding to heightened expectations from parents for measurable achievements.



### Coordinated Materials

- Animated Videos
- Lecture Videos
- Digital Problems
- Digital Vocab Lessons
- Printable Books



## Grades 7 and 8

- Students:** Deal with increased academic pressures and more complex English materials as they prepare for high school.
- Parents:** Concerned about maintaining language proficiency amidst demanding schoolwork and wish for a curriculum that supports their children's future aspirations.
- Teachers:** Focus on providing structured learning while maintaining student engagement through interactive methods and social dynamic management.



### Coordinated Materials

- Lecture Videos
- Digital Vocab Lessons
- Digital Problems
- Printable Books
- Essay Builder

# GRADE NINE THROUGH UNI



## Grades 9 through 12

- Students:** Concentrate on developing serious English skills necessary for higher education and career readiness.
- Parents:** Hope for their children to gain strong academic credentials and prepare for standardized testing and global opportunities.
- Teachers:** Emphasize advanced language skills, balancing rigorous academic demands with the need for independence and self-regulation among students.



## University & Higher Learning

- Students:** Seek to refine advanced language skills for academic and professional success, often in specialized fields.
- Parents:** Encourage study abroad opportunities and professional networking, wanting to see their children thrive in an international context.
- Teachers:** Provide guidance in critical thinking and independent learning, while accommodating a diverse student body with varying needs.



# ADULT AND TRAVEL ENGLISH



## Adult English

- Students:** Focus on practical, real-world English skills applicable to their professional and personal lives.
- Focus:** Interests are differentiated. Conversation, business or vocational needs are varied programs for adult language training.
- Teachers:** Adapt lessons to a range of schedules and learning objectives, emphasizing relevance and immediate applicability in daily contexts.



## Travel English

- Students:** Concentrate on conversational English skills essential for navigating travel experiences and cultural interactions.
- Focus:** Depending on age, travelers have alternate focus. Students have a skills dimension while adults may target business or pleasure..
- Teachers:** Provide situational learning opportunities, incorporating cultural components to enhance practical language use during travel.

