Grade: 12 (TOEFL Intermediate)

Curriculum Mapping

School Year: 2018-2019

Month	# of	Core	Strand	Content	Skills	Activities	Assessments
	Days	Standard		Contont		7.00.7.0.00	7.55555655

Subject: Listening and Speaking

AUG. 8 LS 1.12a, Listening 1.4 (S 1.12a Listening 1.4 (S 1.12a Listening 1.5 (Cultural Studies Speaking LS 2.12a (S 3.12a LS 3.12a (S 3.12a LS 3.12a (S 3.12a LS 3.12a (S 3.12								
1-4 & Speaking LS 2.12a Speaking LS 2.12a Speaking LS 4.12a					1. Education,	Skills aligned to LS 1.12a	Individual: Expressing own	Formative
LS 2.12a LS 3.12a LS 4.12a LS 4.12a LS 4.12a LS 4.12a Speaking LS 2.12a LS 4.12a LS 4.12a LS 4.12a LS 4.12a Description of the speaker's general purpose or main idea when it is not directly stated Skills aligned to LS 2.12a (TBA) Selected materials meeting LS 2.12a (TBA) LS 4.12a Description, problem-solving, role-playing, think-pair-share whole Class: Discussion, presentation, debating, classroom survey Speaking Games: Description between the speaking Games: Who's Telling the Truth? Descriptive Drawing Activity Descriptive Drawing Activity Comic Strip Descriptions Septent Sland Activity Debates Understanding the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening LS 4.12a Understanding the speaker's general feeling about what is discussed Inferring the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling about what is discussed Understanding the speaker's general feeling abo	AUG.	8	LS 1.12a,	Listening		 Understanding the overall 	opinions, presenting ideas,	Assessments:
LS 3.12a LS 4.12a LS 5.12b LS 4.12a LS 5.12b Skills aligned to					Cultural Studies	topic or basic idea	analyzing and synthesizing	(1) Class Activities
Selected materials meeting LS 2.12a (TBA) 2. Archaeology Toeff-LS, Ch1 Teacher selected materials meeting LS 2.12a (TBA) 2. 12a (TBA) 2. 12a (TBA) 3. Archaeology Toeff-LS, Ch1 Teacher selected materials meeting LS 2.12a (TBA) 2. 12a (TBA) 3. Listening Tisher peaker's purpose or main idea when it is not directly stated Skills aligned to LS 2.12a Skills aligned to LS 2.12a Paraphrasing information Expressing an opinion or preference Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not speaker's attitude that is not speaker's attitude that is not speaker's according to the speaker's general feeling about what is discussed Individual: Expressing own opinions, presenting ideas, according to the speaker's according to the speaker's according to the speaker's general feeling about what is discussed Individual: Expressing own opinions, presenting ideas, according to the speaker's according to the speaker's according to the speaker's general feeling about what is discussed Individual: Expressing own opinions, presenting ideas, according to the speaker's according to the speaker's according to the speaker's general feeling about what is discussed Individual: Expressing own opinions, presenting ideas, according to the speaker's according to the speaker's general feeling about what is discussed Individual: Expressing own opinions, presenting ideas, according to the speaker's			LS 2.12a	Speaking	 TOEFL-LS, Ch2 	 Understanding the speaker's 	ideas	(Source: <u>FA</u>):
materials meeting L5 2.12a (TBA) 2. Archaeology			LS 3.12a		 Teacher 	general purpose	Pair/Small Group: Discussion,	Choral
it is not directly stated 2.12a (TBA) 2.12a (TBA) 2.12a (TBA) 2.12a (TBA) 2.12a (TBA) bit is not directly stated 5kills aligned to LS 2.12a • Paraphrasing information or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples Skills aligned to LS 2.12a • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening 1. Chemistry, Astronomy Astronomy sit is is not directly stated Skills aligned to LS 2.12a • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • Descriptive Drawing • Comic Strip Descriptions • Desert Island Activity • Desert Island Activity • Two Truths, One Lie • True/False Storytelling • Think-Pair-Share, Turn and Talk, Whip Around (2) Assignments (3)Class • True/False Storytelling • Therefore a complete or preference • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not Stills aligned to LS 2.12a • Understanding what the speaker's reason for saying a certain sentence or phrase; • U			LS 4.12a		selected	 Inferring the speaker's 	description, problem-solving,	Response,
2.12α (TBA) 2. Archaeology					materials	purpose or main idea when		Discussions,
2. Archaeology					meeting LS	it is not directly stated	Whole Class: Discussion,	Four Corners,
• TOEFL-LS, Ch1 • Teacher selected materials meeting LS 2.12a (TBA) • Expressing an opinion or preference • Supporting an opinion with reasons or examples Skills aligned to LS 3.12a • Understanding what the speaker is trying to achieve • Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not • Expressing an opinion or preference • Supporting an opinion with reasons or examples • Supporting an opinion or preference • Supporting an opinion with reasons or examples • Who's Telling the Truth? • Taboo Variations • Descriptive Drawing Activity • Comic Strip Descriptions • "Secret" Word • Debates • Understanding the speaker's • Storytelling Activity • Two Truths, One Lie • True/False Storytelling • I Have Never Blended Learning Activity: Computer lab activity Tomporting the Truth? • Taboo Variations • Who's Telling the Truth? • Comic Strip Descriptions • "Secret" Word • Debates • Understanding the speaker's • Understanding the					2.12a (TBA)	Skills aligned to LS 2.12a	presentation, debating,	Observations,
• Teacher selected materials meeting LS 2.12a (TBA) • Teacher selected materials meeting LS 2.12a (TBA) • Understanding what the speaker is trying to achieve • Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening • Teacher selected materials preference • Supporting an opinion with reason so rexamples Supporting an opinion with reason opinion with reasons or examples Skills aligned to LS 3.12a • Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the Comic Strip Descriptions • "Secret" Word • Debates • Impromptu Speaking • Impromptu Speaking • Desert Island Activity • Storytelling Activity • Two Truths, One Lie • True/False Storytelling • I Have Never Blended Learning Activity: Computer lab activities Tomputer lab activities Formative Assessments:					2. Archaeology	 Paraphrasing information 	classroom survey	Open-Ended
selected materials meeting LS 2.12a (TBA) Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not Sept. 8 LS 1.12a, Listening Listening Listening Listening Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Astronomy Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Listening Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Activity Debates Understanding the speaker's "Secret" Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity Tomptive Assessments:					 TOEFL-LS, Ch1 	Expressing an opinion or	Speaking Games:	•
materials meeting LS 2.12a (TBA) Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening materials meeting LS 2.12a (TBA) Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening materials reasons or examples Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening meeting LS Skills aligned to LS 3.12a Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Tinhk-Pair-Share, Turn and Talk, Whip Around Experior mace (participation, attendance) True/False Storytelling Understanding what the speaker's reason for saying a certain sentence or phrase; the storytelling about what is discussed Understanding what the speaker's reason for saying a certain sentence or phrase; the storytelling about what is discussed Understanding what the speaker's reason for saying a certain sentence or phrase; the storytelling about what is discussed Understanding what the speaker's reason for saying a certain sentence or phrase; the storytelling about what is discussed Understanding the speaker's reason for saying a certain sentence or phrase; the storytelling about what i					 Teacher 	preference	Who's Telling the Truth?	Problem
materials meeting LS 2.12a (TBA) Posscriptive Drawing Activity Understanding what the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's activity SEPT. 8 LS 1.12a, Listening Materials meeting LS 2.12a (TBA) Posscriptive Drawing Activity Commuter Jeasure Share, Turn and Talk, Whip Around Maround					selected	 Supporting an opinion with 	 Taboo Variations 	Solving,
Skills aligned to LS 3.12a • Understanding what the speaker is trying to achieve • Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Meeting LS 2.12a (TBA) Skills aligned to LS 3.12a					materials		 Descriptive Drawing 	Questioning,
Secret Word Debates Mord Mord More Speaker is trying to achieve **Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not **Secret** Word Debates Impromptu Speaking Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling True/False Storytelling Impromptu Speaking Desert Island Activity Two Truths, One Lie True/False Storytelling Impromptu Speaking Talk, Whip Around (2) Assignments (3)Class Performance (participation, attendance) Impromptu Speaking Two Truths, One Lie True/False Storytelling True/False Storytelling Impromptu Speaking Two Truths, One Lie True/False Storytelling True/False Storytelling Impromptu Speaking Two Truths, One Lie True/False Storytelling True/False Storytelling True/False Storytelling Impromptu Speaking Two Truths, One Lie True/False Storytelling					meeting <i>LS</i>	•	Activity	Think-Pair-
speaker is trying to achieve • Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Speaker is trying to achieve • Understanding the speaker's lmpromptu Speaking Desert Island Activity • Debates • Impromptu Speaking • Desert Island Activity • Storytelling Activity • Two Truths, One Lie • True/False Storytelling • I Have Never Blended Learning Activity: Computer lab activity Talk, Whip Around (2) Assignments (3)Class Performance (participation, attendance) (4) Other: Club activities Formative Assessments:					2.12a (TBA)	 Understanding what the 	 Comic Strip Descriptions 	Share, Turn and
 Understanding the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity SEPT. 8 LS 1.12a, Listening Listening Debates Impromptu Speaking Desert Island Activity Two Truths, One Lie True/False Storytelling I Have Never Computer lab activity Tormative Assessments: 						· ·	"Secret" Word	Talk, Whip
True/False Storytelling Activity Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Uniterstanting the speaker's reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not Uniterstanting the speaker's activity Desert Island Activity Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity Tommative Assessments:						speaker is trying to defile ve	 Debates 	Around
reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening reason for saying a certain sentence or phrase; the speaker's general feeling about what is discussed • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not sentence or phrase, or the speaker's attitude that is not Individual: Expressing own opinions, presenting ideas, Assessments:						 Understanding the speaker's 	Impromptu Speaking	` '
Sept. 8 LS 1.12a, Listening Sentence or phrase; the speaker's general feeling about what is discussed • Storytelling Activity • Two Truths, One Lie • True/False Storytelling • I Have Never Blended Learning Activity: Computer lab activity 1. Chemistry, Astronomy 5. Storytelling Activity • Two Truths, One Lie • True/False Storytelling • I Have Never Blended Learning Activity: Computer lab activity Formative Assessments:						· ·		(3)Class
 Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity SEPT. 8 LS 1.12a, Listening 1. Chemistry, Astronomy 2. Chemistry, Astronomy 3. Chemistry, Astronomy 4. Chemistry Astronomy 4. Ch						, -	,	Performance
• True/False Storytelling about what is discussed • I Have Never • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not 1. Chemistry, Astronomy 3. Chemistry, Astronomy 4. Chemistry, Astronomy 4. Chemistry, Astronomy 5. Computer lab activity 6. True/False Storytelling 6. Have Never 8. Individual: Expressing own Opinions, presenting ideas, Assessments:						•	, , ,	· · ·
SEPT. 8 LS 1.12a, Listening Astronomy • Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not opinions, presenting ideas, • I Have Never Blended Learning Activity: Computer lab activity Formative opinions, presenting ideas, Assessments:							•	•
Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not SEPT. 8 LS 1.12a, Listening Activity: Omputer lab activity: Computer lab activity: Computer lab activity: Individual: Expressing own opinions, presenting ideas, Assessments:						about what is discussed	, , ,	(4) Other: Club
SEPT. 8 LS 1.12a, Listening Astronomy Osing the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not opinions, presenting ideas, Assessments:								activities
SEPT. 8 LS 1.12a, Listening Astronomy Out the real meaning of a sentence or phrase, or the speaker's attitude that is not opinions, presenting ideas, Assessments:						Using the context to figure		
SEPT. 8 LS 1.12a, Listening Astronomy speaker's attitude that is not opinions, presenting ideas, Assessments:						out the real meaning of a	Compater lab activity	
SEPT. 8 LS 1.12a, Listening Astronomy speaker's attitude that is not opinions, presenting ideas, Assessments:					1. Chemistry	sentence or phrase, or the	Individual: Expressing own	Formative
	SEPT.	8	LS 1.12a,	Listening	· ·	speaker's attitude that is not	, ,	
				_	· ·	directly stated	, ,	(1) Class Activities
LS 2.12a Speaking Ch1 ideas (Source: <u>FA</u>):			LS 2.12a	Speaking	Ch1			(Source: <u>FA</u>):

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
OCT.	8	LS 3.12a LS 4.12a LS 6.12a LS 6.12a LS 3.12a LS 3.12a LS 4.12a LS 5.12a LS 6.12a	Listening & Speaking	 Teacher selected materials meeting LS 2.12a and LS 6.12a (TBA) Biology, Physics TOEFL-LS, Chs1-2 Teacher selected materials meeting LS 2.12a and LS 6.12a (TBA) Teacher selected materials meeting LS 2.12a, and LS 6.12a, LS 5.12a, and LS 6.12a (TBA) Earth Science, 	 Recognizing the tone of voice or intonation and the sentence stress that the speaker uses to show his or her intended meaning Recognizing words or phrases that indicate the speaker's feeling or opinion Recognizing the tone of voice, intonation, and the sentence stress that the speaker uses to show his or her feeling or opinion Understanding the relationship between a sentence or phrase and the overall topic Inferring what is likely to happen from what the speaker says Drawing a conclusion based on the main idea and what the speaker says Skills aligned to LS 4.12a Recognizing the organization of information 	Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share Whole Class: Discussion, presentation, debating, classroom survey Speaking Games:	Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair- Share, Turn and Talk, Whip Around (2) Assignments (3)Class Performance (participation, attendance) (4) Project A (TBA) (5) Other: Club activities Summative Assessment: Midterm exam Formative Assessments: (1) Class Activities (Source: FA): Choral Response,

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				● TOEFL-LS, Chs1-2 ● Teacher selected materials meeting LS 2.12a, LS 5.12a, and LS 6.12a (TBA)	 Recognizing the sequence of information Recognizing main steps of a process Summarizing a process with the main steps Determining whether a sentence indicates a step of a process Skills aligned to LS 5.12a Understanding information in reading and listening passages Taking notes of important information and using this information in your spoken response Synthesizing background information with more 	 Speaking Games: Who's Telling the Truth? Taboo Variations Descriptive Drawing	Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair- Share, Turn and Talk, Whip Around (2) Assignments (3)Class Performance (participation, attendance) (4) Other: Club activities
NOV.	8	LS 1.12a, 1-4 LS 2.12a LS 3.12a LS 4.12a LS 6.12a	Listening & Speaking	1. Psychology, Sociology TOEFL-LS, Ch1 Teacher selected materials meeting LS 2.12a and LS 6.12a (TBA) 2. Economics, Physiology TOEFL-LS, Ch2	specific information Synthesizing the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information Recognizing a speaker's purpose and attitude Paraphrasing information Skills aligned to LS 6.12a Describing a personal experience or expressing a personal preference	Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share Whole Class: Discussion, presentation, debating, classroom survey Speaking Games: Who's Telling the Truth? Taboo Variations Descriptive Drawing	Formative Assessments: (1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning,

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				Teacher selected materials meeting LS 2.12a and LS 6.12a (TBA)	 Organizing ideas Expressing a clear topic statement and the supporting points Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation 	Activity Comic Strip Descriptions Secret" Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity	Think-Pair- Share, Turn and Talk, Whip Around (2) Assignments (3)Class Performance (participation, attendance) (4) Project B (TBA) (5) Other: Club activities
DEC.	4	LS 1.12a, 1-4 LS 2.12a LS 3.12a LS 4.12a LS 5.12a LS 6.12a	Listening & Speaking	1. Computers TOEFL-LS, Ch2 Teacher selected materials meeting LS 2.12a, LS 5.12a, and LS 6.12a (TBA) 2. Communication TOEFL-LS, Ch1 Teacher selected materials meeting LS 2.12a, LS 5.12a, and		Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share Whole Class: Discussion, presentation, debating, classroom survey Speaking Games: Who's Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions "Secret" Word Debates Impromptu Speaking Desert Island Activity	Formative Assessment: Final Exam Formative Assessments: (1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair- Share, Turn and

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				LS 6.12a (TBA)		 Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never Blended Learning Activity: Computer lab activity 	Talk, Whip Around (2) Assignments (3) Class Performance (participation, attendance) (4) Other

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Month	# of	Core	Strand	Contont	Skills	Activities	Accoccments
WOITH	Days	Standard	Strailu	Content	Skiiis	Activities	Assessments

Subject: Reading

			1. Cities/Countries	KEY IDEAS AND DETAILS	Engagement Activities:	Formative
AUG.	RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 8.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas	Reading	 TOEFL-R, Ch1, Skill A, C, E Teacher selected materials (TBA) Sports TOELF-R, Ch1, Skill B TOEFL-R, Ch2, Skill A, C, E Teacher selected materials (TBA) 	SKILL: UNDERSTADNING DETAILS Identifying Facts Comprehending important information and facts that are stated in a passage Locate a specific piece of information in the passage quickly Using examples and descriptions to find information Understanding the distinction between main ideas and supporting details Using transitional expressions to locate details such as examples, time, reasons, or results Identifying Negative Facts Recognizing incorrect information as well as information not	 Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary 3-2-1 Find Your Match Dictation Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity 	Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Other: Club activities

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SEPT.		RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RL 10.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 8.11a RI 7.11a RI 7.11a RI 7.11a RI 7.11a RI 7.11a RI 8.11a RI 7.11a RI 7.11a RI 8.11a RI 7.11a RI 7.11a RI 8.11a RI 7.11a RI 7.11a RI 8.11a RI 7.11a RI 7.11	Reading	1. Science TOEFL-R, Ch1, Skill A, C, D, E TOEFL-R, Ch2, Skill B, C, D TOEFL-R, Ch3, Focus A, B Teacher selected materials meeting RL 10.11a and RI 10.11a (TBA) 2. Geology TOEFL-R, Ch1, Skill B, F TOEFL-R, Ch3, Focus B Teacher selected materials meeting RL 10.11a and RI 10.11a and RI 10.11a (TBA)	mentioned in the text Identifying paraphrases that do or do not correctly summarize information from the text SKILL: MAKING INFERENCES AND ESTABLISHING PURPOSE Making Inferences Perceiving ideas that are suggested but not directly stated within the text Drawing conclusions based on the information given within a statement or section of the text Establishing Purpose Understanding the role of a certain statement in the passage Inferring the author's intention for mentioning certain information Relating specific information to the main ideas to understand the purpose of the information CRAFT AND STRUCTURE SKILL: IDENTIFYING TOPICS AND PARAPHRASING	Engagement Activities: Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary Tind Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity	Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Project (TBA) (5) Other: Club activities
ост.	8	RL 1.11a	Reading	1. Music • TOEFL-R, Ch1,	Understanding the	Engagement Activities:Pretest with a Partner	Summative Assessment: Mid-term

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
	•	RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 8.11a Very ideas A and details Craft and Structure Integration of knowledge A and ideas		Skill A, E Teacher selected materials (TBA) TOEFL-R, Ch1, Skill A TOEFL-R, Ch2, Skill B, D TOEFL-R, Ch3, Focus B Teacher selected materials (TBA)	meaning of the highlighted sentence correctly Using the context to understand the highlighted sentence clearly Identifying a paraphrase that most accurately restates the key information in the original sentence Recognizing different sentence structures that keep the meaning of the original sentence. Ex. Australia is the world's smallest continent, but it is one of the most fascinating. Changed sentence structure: One of the most fascinating, Australia is also the world's smallest continent. Recognizing different	 Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary 3-2-1 Find Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity 	Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Other: Club activities
NOV.	2	RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a	Reading	 Geography TOEFL-R, Ch1, Skill C, D TOEFL-R, Ch2, Skill E Teacher selected materials 	vocabulary words that keep the meaning of the original sentence. Ex. Australia is the world's smallest continent, but it is one of the most fascinating. Changed wording: Australia is the	 Engagement Activities: Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share 	Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers,

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
	•	RL 10.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 8.11a RI 10.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas • Range of reading and level of text complexity		meeting RL 10.11a and RI 10.11a (TBA) 2. Technology TOEFL-R, Ch1, Skill C Teacher selected materials meeting RL 10.11a and RI 10.11a (TBA)	smallest large landmass on the planet; however, it is among the most interesting. Changed structure and wording: Though it is the smallest continent on the planet, Australia is among the most interesting. SKILL: UNDERSTANDING REFERENTS AND VOCABULARY Vocabulary • Understanding the meaning of a word as it is used in the passage • Using context clues (synonyms, antonyms, examples) to figure out the meaning of a word • Applying knowledge of word parts (roots, prefixes, suffixes, etc.) to help understand the	info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.	Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. 2) Assignments 3) Class Performance (participation, attendance) 4) Project (TBA) 5) Other: Club activities
DEC.	4	RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a	Reading	1. Literature TOEFL-R, Ch1, Skill B, F TOEFL-R, Ch2, Skill E TOEFL-R, Ch3, Focus A Teacher selected materials (TBA)	meaning • Applying knowledge of grammar clues such as the verb "be" (For giving definitions), conjunctions, and punctuation marks (dash, colon, parentheses, etc.) to help understand connections and context Referents	 Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down 	Formative Assessment: Final Exam Formative Assessments: 1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers,

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
JAN.	8	RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 8.11a Key ideas and details Craft and structure Integration of knowledge and ideas RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RI 1.11a RI 2.11ab RI 3.11a RI 7.11a	Reading	1. Language Skills TOEFL-R, Ch1, Skill C, D Teacher selected materials (TBA) 2. Natural Phenomena TOEFL-R, Ch2, Skill A, C, D, E Teacher selected materials (TBA)	 Recognizing a noun that is being referred to by a pronoun or other reference word (This noun is known as the "Referent") Understanding the different kinds of pronouns and reference words INTEGRATION OF KNOWLEDGE AND IDEAS SKILL: MAKING INFERENCES AND ESTABLISHING PURPOSE Making Inferences Perceiving ideas that are suggested but not directly stated within the text Drawing conclusions based on the information given within a statement or section of the text Establishing Purpose Understanding the role of a certain statement in the passage Inferring the author's intention for mentioning certain information Relating specific information to the main 	class, guessing game, etc. Blended Learning Activity: Computer lab activity Engagement Activities: • Pretest with a Partner	Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Other Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc.

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Month	# of Days	Core Standard	Stranc	l Content	Skills	Activities	Assessments
FEB.		e Key ideas and details craft and structure Integration of knowledge and ideas	Reading	1. Food • TOEFL-R, Ch1, Skill B, F	ideas to understand the purpose of the information RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Skills set by the teacher in charge	charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity Engagement Activities: • Pretest with a Partner • Stand Up Sit Down	(2) Assignments (3) Class Performance (participation, attendance) (4) Other: Club activities Formative Assessments: (1) Class Activities
		RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RL 10.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 7.11a RI 8.11a RI 10.11a Po Key ideas and details of Craft and structure integration of		 TOEFL-R, Ch2, Skill A TOEFL-R, Ch3, Focus B Teacher selected materials meeting RL 7.11a, RI 7.11a, and RI 8.11a; RL 10.11a and RI 10.11a (TBA) 		 Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary 3-2-1 Find Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: 	(Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Project (TBA) (5) Other: Club activities

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Month	# of Days	Core Standard	Strano	I Content	Skills	Activities	Assessments
MAR.		knowledge and ideas Range of reading and level of text complexity RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RL 10.11a RI 1.11a RI 2.11ab RI 3.11a RI 7.11a RI 10.11a	Reading	1. Travel/ Transportation TOEFL-R, Ch1, Skill A, D Teacher selected materials (TBA) 2. History TOEFL-R, Ch2, Skill D, E, F TOEFL-R, Ch3, Focus A Teacher selected materials (TBA)		Engagement Activities: Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary S-2-1 Find Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity	Summative Assessment: Midterm Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation,

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
APR.		RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RL 7.11a RI 10.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a RI 7.11a RI 6.11a RI 7.11a RI 7.11	Reading	1. Natural Phenomena • TOEFL-R, Ch1, Skill A, B, C • Teacher selected materials meeting RL 7.11a, RI 7.11a, and RI 8.11a; RL 10.11a and RI 10.11a (TBA) 2. Business • TOEFL-R, Ch1, Skill B, C • Teacher selected materials meeting RL 7.11a, RI 7.11a, and RI 8.11a; RL 10.11a and RI 10.11a (TBA)		 Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary 3-2-1 Find Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity 	Assessments: 1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. 2) Assignments 3) Class Performance (participation, attendance) 4) Project (TBA) 5) Other: Club activities
MAY	8	RL 1.11a RL 2.11ab	Reading	 Language Skills TOEFL-R, Ch1, Skill A, B 		 Engagement Activities: Pretest with a Partner Stand Up Sit Down 	summative Assessment: Final Exam

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		RL 3.11a RL 4.11ab RL 5.11a RL 6.11a RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a Key ideas and details Craft and structure		Teacher selected materials (TBA) Toethnology Toethnology		 Thumbs Up Thumbs Down Secret Answer Response Cards Think-Pair-Share Quick Writes One Word Splash Quick Draw Gallery Walk A-Z Topic Summary 3-2-1 Find Your Match Dictation Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity 	Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries, Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Other

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Month	# of	Core	Ctrond	Contont	Ckille	Activities	Accoccments
Month	Days	Standard	Strand	Content	Skills	Activities	Assessments

Subject: Writing

					1. Citations of APA:	Skill 1. Writing Arguments	Example Activities	Formative
A	UG.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	1. Citations of APA: • APA Formatting and Style Guide (online sources) — APA Formatting and Style Guide: General format, in-text citations, footnotes and	 Skill 1. Writing Arguments Understanding information from both reading and listening passages Taking notes on the reading and listening passages Using information from your notes in your writing Synthesizing the information taken from both the reading and listening passages Using your own words to convey essential information and ideas from the reading and listening 	 (Source: Writing Activities): Writing error correction Writing a story Guided writing Chat A business letter Writing consequences Poems for the future Writing through 'reverse reading' Postcards 	Formative Assessments: (1) Lesson Activities (Source: Yale CTL) In-class discussions Low-stakes group work Weekly quizzes I-minute reflection writing
					General format, in-text citations, footnotes and endnotes, and references list. • Teacher selected materials (TBA) 2. Independent writing:	listening passagesUsing your own words to convey essential information and ideas	Writing through 'reverse reading'Postcards	quizzes • 1-minute reflection writing assignments • Homework assignments • Surveys (2) Class Performance (participation, attendance) (3) Other: Club
					TOEFL-I, Ch1, Skill C, Brainstorming	Skill 4. Writing Process Prewriting • Prewriting is anything you do	 Improving paragraph writing 	activities

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					before you write a draft of you document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). • Although prewriting is the first activity you engage in, generaticideas is an activity that occurs throughout the writing process. Drafting • Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining an supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, to process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. • Don't pay attention to such things as spelling at this stage. • This draft tends to be writercentered: it is you telling yours what you know and think about the topic. Revising • Revision is the key to effective documents. Here you think modeeply about your readers' need.	Freeze the writing Helping students organize argument essays Pair/Small Group: Discussion, description, problem- solving, presentation, role- playing, peer feedback on writing, compare and contrast Whole Class: Discussion, presentation, debating Games/Icebreakers: TIC-TAC- TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity Telf Telf	

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for the particular readers? • At this stage you also refine you prose, making each sentence as concise and accurate as possible Make connections between idea explicit and clear. Editing • Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it. • Don't edit your writing until the other steps in the writing proce are complete.	ed h se r e. as	
SEPT.	4	W 1.11a bcde W 2.11a bcdef W 4.11a W 5.11a W 6.11a W 7.11a W 8.11a W 10.11a	Writing	 1. Independent writing: TOELF-I, Ch1, Skill C, Brainstorming Teacher selected materials meeting Skills 2, 4, and 5 	 Skill 1. Writing Arguments Understanding information from both reading and listening passages Taking notes on the reading and listening passages Using information from your notes in your writing Synthesizing the information taken from both the reading and listening passages Using your own words to converges essential information and ideas 	 Writing error correction Writing a story Guided writing Chat A business letter Writing consequences Poems for the future Writing through 	Formative Assessments: (1) Lesson Activities (Source: Yale CTL) In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection

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				Sk	from the reading and listening Expressing an opinion on an iss and supporting it with concrete examples and details Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the the still 2. Writing Informative Explanator exts Part of the skills for writing research papers applicable to writing informative explanator texts. See Skill 5. Kill 4. Writing Process rewriting Prewriting is anything you do before you write a draft of you document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process rafting Drafting occurs when you put your ideas into sentences and paragraphs. Here you	 Creating a framework for writing A perfect story Note writing A creative writing activity Eliciting vocabulary before writing narratives Improving paragraph writing Songs and storytelling Freeze the writing Helping students organize argument essays Pair/Small Group: Discussion, description, problemsolving, presentation, roleplaying, peer feedback on writing, compare and contrast Whole Class: Discussion, presentation, debating Games/Icebreakers: TIC-TACTOE, charades, guessing game, sentence race, 	writing assignments Homework assignments Surveys (2) Class Performance (participation, attendance) (3) Project (TBA) (4) Other: Club activities

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					concentrate upon explaining ar supporting your ideas fully. Her you also begin to connect your ideas. Regardless of how much thinking and planning you do, t process of putting your ideas ir words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to such things as spelling at this stage. This draft tends to be writercentered: it is you telling yours what you know and think about the topic. evising Revision is the key to effective documents. Here you think modeeply about your readers' need and expectations. The docume becomes reader-centered. How much support will each idea need to convince your readers? White terms should be defined for the particular readers? At this stage you also refine you prose, making each sentence a concise and accurate as possible Make connections between idea explicit and clear. diting Check for such things as grammar, mechanics, and spelling. That last thing you	re Computer lab activity he definition edich ese ur s e.	

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				S	should do before printing your document is to spell check it. Don't edit your writing until the other steps in the writing processore complete. kill 5. Writing Research Papers Reading for meaning — denotation and connotation Writing in order to fulfill a requirement Critical thinking Researching facts and opinions Differentiating between facts a opinions Evaluating ideas Evaluating ideas Evaluating presentation styles Analyzing and identifying issue and problems Synthesizing and solving problems Organizational skills, both men and physical Analyzing the arguments of others Constructing your own arguments Expressing your ideas and arguments Expressing your ideas and arguments effectively Persuading and impressing oth with your ideas and arguments Presenting and packaging idea Following through and completing projects	e ess ess ers	

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
OCT.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	1. Integrated writing: • TOEFL-I, Ch2, Skill A, Making Connections • Teacher selected materials meeting Skill 4	independently Meeting a deadline Skill 1. Writing Arguments Understanding information from both reading and listening passages Taking notes on the reading and listening passages Using information from your notes in your writing Synthesizing the information taken from both the reading and listening passages Using your own words to convey essential information and ideas from the reading and listening Expressing an opinion on an issue and supporting it with concrete examples and details Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the thesis Skill 4. Writing Process Prewriting Prewriting is anything you do	Example Activities (Source: Writing Activities): Writing error correction Writing a story Guided writing Chat A business letter Writing consequences Poems for the future Writing through 'reverse reading' Postcards Role-play writing Creating a framework for writing A perfect story Note writing A creative writing activity Eliciting vocabulary before writing narratives Improving paragraph writing Songs and storytelling	Summative Assessment: Midterm exam Formative Assessments: (1) Lesson Activities (Source: Yale CTL) In-class discussions Low-stakes group work Weekly quizzes I-minute reflection writing assignments Homework assignments Surveys (2) Class Performance (participation, attendance) (3) Other: Club
					before you write a draft of your document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and	Freeze the writingHelping students organize argument essays	activities

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					gathering information (e.g., interviewing people, researchir in the library, assessing data). • Although prewriting is the first activity you engage in, generati ideas is an activity that occurs throughout the writing process throughout the writing process throughout the writing process throughout the writing process orafting • Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining ar supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, to process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. • Don't pay attention to such things as spelling at this stage. • This draft tends to be writercentered: it is you telling yourse what you know and think about the topic. Revision • Revision is the key to effective documents. Here you think modeeply about your readers' need and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Whice	solving, presentation, role- playing, peer feedback on writing, compare and contrast Whole Class: Discussion, presentation, debating Games/Icebreakers: TIC-TAC- TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity	

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
NOV.	4	W 1.11a bcde W 3.11a bcde W 4.11a W 5.11a W 6.11a W 7.11a W 8.11a W 10.11a	Writing	 1. Independent writing: TOEFL-I, Ch2, Skill B, Making Ideas Flow Teacher selected materials meeting Skills 3, 4, and 5 	terms should be defined for the particular readers? At this stage you also refine you prose, making each sentence a concise and accurate as possible. Make connections between ide explicit and clear. Editing Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it. Don't edit your writing until the other steps in the writing proce are complete. Skill 1. Writing Arguments Understanding information from both reading and listening passages Taking notes on the reading an listening passages Using information from your notes in your writing Synthesizing the information taken from both the reading and listening passages Using your own words to converse essential information and ideas from the reading and listening expressing an opinion on an iss and supporting it with concrete	Example Activities (Source: Writing Activities): Writing error correction Writing a story Guided writing Chat A business letter Writing consequences Poems for the future Writing through reverse reading' Postcards Role-play writing Creating a framework	Formative Assessments: (1) Lesson Activities (Source: Yale CTL) In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments

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				S	examples and details Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the the kill 3. Writing Narratives Include an introduction, plot, characters, setting, climax, and conclusion. Have a purpose. Make a point! Write it from a clear point of view. Use clear and concise language throughout the essay. The use of the first person pronoun 'I' is welcomed. Be organized. Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessin about the purpose of your narrative. kill 4. Writing Process rewriting Prewriting is anything you do	 Improving paragraph writing Songs and storytelling Freeze the writing Helping students organize argument essays Pair/Small Group: Discussion, description, problemsolving, presentation, roleplaying, peer feedback on writing, compare and contrast Whole Class: Discussion, presentation, debating Games/Icebreakers: TIC-TACTOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, 	• Surveys (2) Class Performance (participation, attendance) (3) Project (TBA) (4) Other: Club activities

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before you write a draft of your document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. Drafting Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to such things as spelling at this stage. This draft tends to be writercentered: it is you telling yourself what you know and think about the topic. Revising	Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Revision is the key to effective documents. Here you think more		Days	Standard		D	before you write a draft of you document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generated ideas is an activity that occurs throughout the writing process throughout the writing process throughout the writing process. Pafting Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining a supporting your ideas fully. He you also begin to connect your ideas. Regardless of how much thinking and planning you do, process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to such things as spelling at this stage. This draft tends to be writercentered: it is you telling yours what you know and think about the topic. Evising Revision is the key to effective	r ing ing s. the n e s. elf it	

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Month	# of	Core	Strand	Content	Skills	Activities	Assessments
	Days	Standard					
	Days	Stanuard			and expectations. The docume becomes reader-centered. How much support will each idea not to convince your readers? Whiterms should be defined for the particular readers? • At this stage you also refine you prose, making each sentence a concise and accurate as possibe Make connections between ideaxplicit and clear. diting • Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it. • Don't edit your writing until the other steps in the writing procare complete. kill 5. Writing Research Papers • Reading for meaning — denotation and connotation • Writing in order to fulfill a requirement • Critical thinking • Researching facts and opinions • Differentiating between facts a opinions • Evaluating ideas • Evaluating presentation styles • Analyzing and identifying issue and problems	eed ch eese ur s le. eas	

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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					 Synthesizing and solving problems Organizational skills, both mental and physical Analyzing the arguments of others Constructing your own arguments Expressing your ideas and arguments effectively Persuading and impressing other with your ideas and arguments Presenting and packaging ideas Following through and completing projects independently Meeting a deadline 	rs .	
DEC.	2	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	REVIEW: Teacher prepared comprehensive review and extended practice on Skills 1, and 4. Teacher selected materials used.	 Writing Arguments Understanding information from both reading and listening passages Taking notes on the reading and listening passages Using information from your notes in your writing Synthesizing the information taken from both the reading and listening passages Using your own words to convey essential information and ideas from the reading and listening Expressing an opinion on an issue 	PostcardsRole-play writing	Formative Assessment: Final Exam Formative Assessments: (1) Lesson Activities (Source: Yale CTL) In-class discussions Low-stakes group work Weekly quizzes

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Curriculum Mapping

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				Pi	and supporting it with concrete examples and details Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the the kill 4. Writing Process rewriting Prewriting is anything you do before you write a draft of you document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researchir in the library, assessing data). Although prewriting is the first activity you engage in, generatified ideas is an activity that occurs throughout the writing process throughout the writing process rafting Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining an supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke	 A perfect story Note writing A creative writing activity Eliciting vocabulary before writing narratives Improving paragraph writing Songs and storytelling Freeze the writing Helping students organize argument essays Pair/Small Group: Discussion, description, problemsolving, presentation, roleplaying, peer feedback on writing, compare and contrast Whole Class: Discussion, presentation, debating Games/Icebreakers: TIC-TACTOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. Blended Learning Activity: Computer lab activity 	1-minute reflection writing assignments Homework assignments Surveys (2) Class Performance (participation, attendance) (3) Other

Curriculum Mapping

Grade: 12 (TOEFL Intermediate)

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					 additional ideas or implications Don't pay attention to such things as spelling at this stage. This draft tends to be writercentered: it is you telling yours what you know and think about the topic. evising Revision is the key to effective documents. Here you think modeeply about your readers' need and expectations. The documents becomes reader-centered. How much support will each idea need to convince your readers? Whiterms should be defined for the particular readers? At this stage you also refine your prose, making each sentence a concise and accurate as possibe Make connections between idea explicit and clear. diting Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it. Don't edit your writing until the other steps in the writing processing are complete. 	elf t re eds nt v eed ch esse ur s lee. eas	

Curriculum Mapping