Level: TOEFL Revised: July, 2015

of Days	Standard& Strand	Topic	Content	Skills	Activities	Assessments
ester I (	August to Dece	mber) and <b>Semes</b>	ter II (January to Ma	ay).		
9	L.3.3a	Introduction &	Introduction &	This unit focuses	Individual:	Coursework and homework
	L.4.3a	Set rules		technologies and	presentation,	
	L.4.3b		technologies and	support working,	Speaking on the topic,	In-Class Tests:  Multiple-choice,
	L.6.3b		services	socializing online.	Pair/Small Group:	true/false, sentence completion, sentence insertion, short
	L.7.3a			Develop	Describing,	answer, writing short essay
	Research			research skills.	contrasting,	essay
	Presentation			Illustrate research and computer	respect, peer	Class Performance: Participation,
	Speaking			skills.	l loodbask on willing	attendance, attitude
	Writing	The cultures	The cultures in	Evoluate real world	Whole Class:	Special Class
	Reading	in Australia	Ine cultures in Australia  Its people Food Festivals History	examples in terms of course content and knowledge, applying critical thinking skills.  Cross cultural understanding  Speaking and Presentation Skills	Presentation, Exercising sound reasoning in understanding, Identifying and asking significant questions that clarify various points of view and lead to better solutions.	Special Class     Activities/Projects:I     ndividual/Group     presentation on the     selected topic,     debates,     demonstrations.  Coursework submission  Evaluating Outcomes
	Days ester I (	Pester I (August to Deceing)  L.3.3a  L.4.3b  L.6.3b  L.7.3a  Research  Presentation  Speaking  Writing	Pester I (August to December) and Semes  9	Pester I (August to December) and Semester II (January to Magester II (January	Pester I (August to December) and Semester II (January to May).  9	Strand   Semester II (January to May).

No.

Core

No.	Core	Tonic	Content	Skille	Activities	Assassments
Days	Strand	Торіс	Content	Okilis	Activities	Assessments
		Presentation	Presentation  Research and information gathering.  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Student gathers accurate information independently as well as in group.  Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.  Skill levels and targets have been set to help the students' process and evaluate complex information and ideas through searching the internet and by the use of additional materials if appropriate.	Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)  Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product  Research: Students will use technology effectively to research, access, create, and communicate creative ideas and information.	Assessments
	of	of Standard&	of Standard& Topic Days Strand	of Days Strand Topic Content  Presentation Presentation  Research and information gathering.  Using technology asa tool to research,organiz e, evaluate, and communicate creative ideas	of Days         Standard& Strand         Topic         Content         Skills           Presentation         Presentation         Student gathers accurate information independently as well as in group.           Using technology asa tool to research,organiz e, evaluate, and communicate creative ideas and information.         Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.           Skill levels and targets have been set to help the students' process and evaluate complex information and ideas through searching the internet and by the use of additional materials if	Presentation   Presentation   Research and information gathering.   Using technology as a tool to research, organiz e, evaluate, and communicate creative ideas and information.   Skill levels and targets have been set to help the students' process and evaluate complex information and ideas through search, and communicate information and ideas through searching the internet and by the use of additional materials if appropriate.

#### **The Asian International School - Curriculum Map**

Level: TOEFL Subject: Media Revised: July, 2015

Month	No. of Days	Core Standard& Strand	Topic	Content	Skills	Activities	Assessments
Sep	8	L.3.3a	Presentation	Presentation	Develop	Individual:	Coursework and
ОСР		2.0.00	resentation	Research and	appropriate	PowerPoint	homework
		L.4.3a		information	research skills.	presentation,	nomon on
		2		gathering	Illustrate research	Speaking on the	In-Class Tests:
		L.4.3b		gamemg	and computer	topic	Multiple-choice,
					skills.	15415	true/false, sentence
		L.6.3b		The festivals in		Pair/Small Group:	completion, sentence
			The festivals	North American	Evaluate real world	Describing,	insertion, short
		L.7.3a	in North	and South	examples in terms	comparing and	answer, writing short
			Americanand	American	of course content	contrasting,	essay
		Research	South	continents and	and knowledge,	discussing with	_
			American	compared with	applying critical	respect, peer	Class Performance:
		Presentation	continents	the one in	thinking skills.	feedback on writing	Participation,
			and compared	Vietnam			attendance, attitude
		Speaking	with the one		Compare and	Whole Class:	
			in Vietnam	Origins and	contrast.	Discussion,	Special Class
		Writing		Development		Presentation	Activities/Projects:
					Identify similarities		Individual/Group
		Reading			and differences.	Games: Icebreakers,	presentation on the
				Traditions and	Otrodont selleste	hangman,	selected topic,
				myths	Student collects	vocabulary relay,	debates,
				surrounding the festival	evidence that is	class survey	demonstrations.
				lestivai	pertinent to the assignment and	Creative Process:	Coursework
					from relevant and	Students work through	submission
				Practices	reliable sources	the creative process	300111331011
				1 14011003	that add depth to	(identify a topic,	Evaluating Outcomes
				Food	the project.	research, explore	
						options, select and	
				Games and	Assuming shared	develop ideas, get	
				activities	responsibility for	feedback, revise,	
					collaborative work	refine, perform)	

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Month	No. of Days	Core Standard& Strand	Торіс	Content	Skills	Activities	Assessments
Oct	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The wonders of the modern world  Presentation	The wonders of the modern world  Culture prevalent  The People  Architecture  Presentation Research and information gathering.  Using technology as a tool to research, organiz e, evaluate, and communicate creative ideas and information.	Develop appropriate research skills.  Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.	Individual: Expressing own opinions, describing in writing, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing Whole Class: Discussion, Presentation Games: Icebreakers, acting class, vocabulary relay, guess who, whispering game  Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	Summative Assessment: Midterm exam  In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  Class Performance: Participation, attendance, attitude  Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstrations.  Coursework submission  Evaluating Outcomes

Level: TOEFL Revised: July, 2015

	No.	Core			Q1 :::		
Month	of Days	Standard& Strand	Topic	Content	Skills	Activities	Assessments
Nov	8	L.3.3a	The greatest	The greatest	Student collects	Individual: Presenting	In-Class Tests:
			inventors and	inventors and	evidence that is	own opinions,	Multiple-choice,
		L.4.3a	inventions in	inventions in	pertinent to the	writing a description,	true/false, sentence
			Bio-Chemistry	Bio-Chemistry	assignment and	understanding	completion, sentence
		L.4.3b			from relevant and	listening and reading	insertion, short
				Medical Invention	reliable sources		answer, writing short
		L.6.3b			that add depth to	Pair/Small Group:	essay
				Its Inventor	the project.	Describing,	
		L.7.3a			_	comparing and	Class Performance:
				The story behind	Demonstrating	contrasting,	Participation,
		Research		1, 10, 4	originality	discussing with	attendance, attitude
				Its History	and inventiveness	respect, peer	
		Presentation			in work	feedback on writing,	Special Class
				Its impact on our	<b>.</b> .	categorizing	Activities/Projects:
		Speaking		lives	Being open and	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Individual/Group
		NA/ dd		16. 2.0	responsive to new	Whole Class:	presentation on the
		Writing		Its influence on	and diverse	Discussion,	selected topic,
		D P		modern society	perspectives	Presentation	debates,
		Reading				0	demonstrations.
			Dresentation	Dragantation	A coursing a charact	Games: Icebreakers,	Coursework
			Presentation	Presentation	Assuming shared	categorizing words,	Coursework
				Using technology	responsibility for collaborative work	jeopardy, find and tell the differences	submission
				asa tool to	collaborative work	tell the dillerences	Evelveting Outcomes
				research,organiz	Identifying	Creative Process:	Evaluating Outcomes
				e, evaluate, and	Identifying		
				communicate creative ideas	grammar points	Students work through the creative process	
				and information.	clearly, applying grammar points to	(identify a topic,	
				and initialitialiti.	the work of all	research, explore	
					other language	options, select and	
					skills	develop ideas, get	
					Jillio	feedback, revise,	
						refine, perform)	

Curriculum Mapping - Media

Revised: July, 2015

No. Core  Month of Standard& Topic  Days Strand	Content	Skills	Activities	Assessments
Dec 5 L.3.3a Spring Carnival  L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading  Presentation	Spring Carnival Origin and development Its geographic distribution  Presentation Research and information gathering	Develop appropriate research skills.  Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Assuming shared responsibility for collaborative work  Cross cultural understanding  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project	Creative Process: School Spring Carnival  Individual: Expressing own opinions, writing a book review, understanding listening and reading  Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing  Whole Class: Discussion, Presentation  Games: Icebreakers, scavenger hunt, role-playing, TIC- TAC-TOE, interviewing	Summative    Assessment: Final    Exam  In-Class Tests:    Multiple-choice,    true/false, sentence    completion, sentence    insertion, short    answer, writing short    essay  Class Performance:    Participation,    attendance, attitude  Activities/Projects:    Individual/Group    presentation on the    selected topic,    debates,    demonstrations.  Coursework submission  Evaluating Outcomes

Revised: July, 2015

Month	No. of Days	Core Standard& Strand	Торіс	Content	Skills	Activities	Assessments
Jan	_		New Year all over the world	New Year all over the world New Year's Eve Baby New Year Hogmanay Twelve Grapes Cambodian New Year Chinese New Year Ethiopian New Year Filipino New Year Celebration Indian New Year Islamic New Year Japanese New Year Assyrian New Year Jewish New Year Korean New	Develop appropriate research skills.  Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Compare and contrast.  Identify similarities.  Identify differences.  Cross cultural understanding  Demonstrating	Individual: Expressing own opinions, writing an opinion essay, understanding listening and reading  Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing.  Whole Class:Discussion, Presentation, Identifying and askingsignificant questions thatclarify various points of view and lead to bettersolutions.  Games: Icebreakers,	In-Class Tests:     Multiple-choice,     true/false, sentence     completion, sentence     insertion, short     answer, writing short     essay  Class Performance:     Participation,     attendance, attitude  Special Class     Activities/Projects:     Individual/Group     presentation on the     selected topic,     debates,     demonstrations.  Coursework and homework.  Evaluating Outcomes
				Year Māori New Year Persian New Year	originality and inventiveness in work	role-playing, tell me about, class survey	

Month	No. of Days	Core Standard& Strand	Topic	Content	Skills	Activities	Assessments
				Russian New Year Sinhalese New Year Thai New Year Vietnamese New Year	Being open and responsive to new and diverse perspectives.  Assuming shared responsibility for collaborative work	Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	
			Presentation	Presentation Research and information gathering	Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project	Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product	
						Digital presentation: Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).	

Month	No. of Days	Core Standard& Strand	Topic	Content	Skills	Activities	Assessments
Feb	4	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The greatest composers in the world	The greatest composers in the world Composers Their works Its impact on our lives Its influence on modern society	Students examine how composers, use the arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyse and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.	Individual: Expressing own opinions, understanding listening and reading  Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing, reaching a conclusion  Whole Class:Discussion, Presentation  Games: Icebreakers, role-playing, word search, twenty questions	In-Class Tests:     Multiple-choice,     true/false, sentence     completion, sentence     insertion, short     answer, writing short     essay  Class Performance:     Participation,     attendance, attitude  Special Class     Activities/Projects:     Individual/Group     presentation on the     selected topic, debates,     demonstrations  Coursework and     homework.  Evaluating Outcomes

Month	No. of Days	Core Standard& Strand	Topic	Content	Skills	Activities	Assessments
			Presentation	Presentation Research and information gathering	Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.  Demonstrating originality and inventiveness in work  Being open and responsive to new and diverse perspectives Note-taking skills  Students will assess and communicate the main ideas or points contained in materials through spoken and written methods	Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)  Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product  Digital presentation: Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).	

#### The Asian International School - Curriculum Map

Level: TOEFL Subject: Media Revised: July, 2015

Month	No. of Days	Core Standard& Strand	Торіс	Content	Skills	Activities	Assessments
Mar	9	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	Presentation	The economy  Major economic powers of the world  Their impact on the rest of the world  Presentation Research and information gathering  Using technology as a tool to research, organiz e, evaluate, and communicate creative ideas and information.	Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.  Note-taking skills  Students will assess and communicate the main ideas or points contained in materials through spoken and written methods.  Speaking and Presentation Skills	Individual: Expressing own opinions, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing Whole Class:Discussion, Presentation Games: Icebreakers, cross-word puzzle, spelling contest, role-playing, storytelling and memory game  Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	Summative    Assessment: Midterm  In-Class Tests:    Multiple-choice,    true/false, sentence    completion, sentence    insertion, short    answer, writing short    essay  Class Performance:    Participation,    attendance, attitude  Special Class    Activities/Projects:    Individual/Group    presentation on the    selected topic,    debates,    demonstrations.  Coursework and homework.  Evaluating Outcomes
Apr	4	L.3.3a	Para games	Para games	Note-taking skills	Individual: Expressing	In-Class Tests:

Curriculum Mapping - Media

Revised: July, 2015

Month	No. of Days	Core Standard& Strand	Торіс	Content	Skills	Activities	Assessments
	ı	1	T	T	T		
		L.4.3a		Asian Para games	Student collects evidence that is	own opinions, writing a letter of application,	Multiple-choice, true/false, sentence completion, sentence
		L.4.3b		Its History	pertinent to the assignment and	understanding listening and reading	insertion, short answer, writing short
		L.6.3b			from relevant and	Pair/Small Group:	essay
		L.7.3a		Famous Players	reliable sources that add depth to the project.	Describing, comparing and contrasting, giving	Class Performance: Participation,
		Research			and project	opinions, agreeing and disagreeing,	attendance, attitude
		Presentation	Presentation	Presentation	Assuming shared	peer feedback on writing, role-playing	Special Class Activities/Projects:
		Speaking		Using technology asa tool to	responsibility for collaborative work	in a job interview Whole	Individual/Group presentation on the
		Writing		research,organiz e, evaluate, and	Demonstrating	Class:Discussion, Presentation	selected topic, debates, demonstrations.
		Reading		communicate creative ideas	originality and inventiveness	Games: Icebreakers,	Coursework
				and information.	in work	cross-word puzzle, movie review, role-	submission.
					Students will assess and	playing	Evaluating Outcomes
					communicate the	Creative Process:	
					main ideas or	Students work through	
					points contained in	the creative process	
					materials through spoken and written	(identify a topic, research, explore	
					methods	options, select and	
					111001000	develop ideas, get	
						feedback, revise,	
						refine, perform)	
May	8	L.3.3a	Miscellaneous	Miscellaneous	Student gathers	Individual: Expressing	Summative

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#### **The Asian International School - Curriculum Map**

Level: TOEFL Subject: Media Revised: July, 2015

Month	No. of Days	Core Standard& Strand	Topic	Content	Skills	Activities	Assessments
		L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	Presentation	Presentation Using technology asa tool to research,organiz e, evaluate, and communicate creative ideas and information.	accurate information independently as well as in group.  Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.  Note-taking skills  Demonstrating originality and inventiveness in work  Using interpersonal and problem-solving skills to influence and guide others toward a goal	own opinions, writing a narrative, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing Whole Class:Discussion, Presentation Games: Icebreakers, word search, movie riddles, dictating a song, scavenger hunt  Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	In-Class Tests:     Multiple-choice,     true/false, sentence     completion, sentence     insertion, short     answer, writing short     essay  Class Performance:     Participation,     attendance, attitude  Special Class     Activities/Projects: Individual/Group     presentation on the     selected topic, debates,     demonstration  Coursework     submission.  Evaluating Outcomes

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