

# The Asian International School Curriculum Mapping

Grade: 12 (TOEFL Intermediate)

Subject: English/Writing

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
AUG.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	<p>1. Citations of APA:</p> <ul style="list-style-type: none"> <li>APA Formatting and Style Guide (online sources) – APA Formatting and Style Guide: General format, in-text citations, footnotes and endnotes, and references list.</li> <li>Teacher selected materials (TBA)</li> </ul> <p>2. Independent writing:</p> <ul style="list-style-type: none"> <li>TOEFL-I, Ch1, Skill C, Brainstorming</li> <li>Teacher selected materials meeting Skill 4</li> </ul>	<p><b>Skill 1. Writing Arguments</b></p> <ul style="list-style-type: none"> <li>Understanding information from both reading and listening passages</li> <li>Taking notes on the reading and listening passages</li> <li>Using information from your notes in your writing</li> <li>Synthesizing the information taken from both the reading and listening passages</li> <li>Using your own words to convey essential information and ideas from the reading and listening</li> <li>Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>Organizing ideas in an effective way</li> <li>Stating your opinion or thesis clearly</li> <li>Stating clear and strong topic sentences that support the thesis</li> </ul> <p><b>Skill 4. Writing Process Prewriting</b></p> <ul style="list-style-type: none"> <li>Prewriting is anything you do 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).</li> <li>Although prewriting is the first</li> </ul>	<p><b>Example Activities</b> (Source: <a href="#">Writing Activities</a>):</p> <ul style="list-style-type: none"> <li>Writing error correction</li> <li>Writing a story</li> <li>Guided writing</li> <li>Chat</li> <li>A business letter</li> <li>Writing consequences</li> <li>Poems for the future</li> <li>Writing through ‘reverse reading’</li> <li>Postcards</li> <li>Role-play writing</li> <li>Creating a framework for writing</li> <li>A perfect story</li> <li>Note writing</li> <li>A creative writing activity</li> <li>Eliciting vocabulary before writing narratives</li> <li>Improving paragraph writing</li> <li>Songs and storytelling</li> <li>Freeze the writing</li> <li>Helping students organize argument essays</li> </ul> <p><b>Pair/Small Group:</b> Discussion, description, problem-solving, presentation, role-</p>	<p><b>Formative Assessments:</b></p> <p>(1) Lesson Activities (Source: <a href="#">Yale CTL</a>)</p> <ul style="list-style-type: none"> <li>In-class discussions</li> <li>Low-stakes group work</li> <li>Weekly quizzes</li> <li>1-minute reflection writing assignments</li> <li>Homework assignments</li> <li>Surveys</li> </ul> <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>

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					<p>activity you engage in, generating ideas is an activity that occurs throughout the writing process.</p> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Don't pay attention to such things as spelling at this stage.</li> <li>• This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers?</li> <li>• At this stage you also refine your prose, making each sentence as</li> </ul>	<p>playing, peer feedback on writing, compare and contrast</p> <p><b>Whole Class:</b> Discussion, presentation, debating</p> <p><b>Games/Icebreakers:</b> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p><b>Blended Learning Activity:</b> Computer lab activity</p>	

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					<p>concise and accurate as possible. Make connections between ideas explicit and clear.</p> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it.</li> <li>• Don't edit your writing until the other steps in the writing process are complete.</li> </ul>		
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: <ul style="list-style-type: none"> <li>• TOELF-I, Ch1, Skill C, Brainstorming</li> <li>• Teacher selected materials meeting Skills 2, 4, and 5</li> </ul>	<p><b>Skill 1. Writing Arguments</b></p> <ul style="list-style-type: none"> <li>• Understanding information from both reading and listening passages</li> <li>• Taking notes on the reading and listening passages</li> <li>• Using information from your notes in your writing</li> <li>• Synthesizing the information taken from both the reading and listening passages</li> <li>• Using your own words to convey essential information and ideas from the reading and listening</li> <li>• Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>• Organizing ideas in an effective way</li> <li>• Stating your opinion or thesis clearly</li> </ul>	<p><b>Example Activities</b> (Source: <a href="#">Writing Activities</a>):</p> <ul style="list-style-type: none"> <li>• Writing error correction</li> <li>• Writing a story</li> <li>• Guided writing</li> <li>• Chat</li> <li>• A business letter</li> <li>• Writing consequences</li> <li>• Poems for the future</li> <li>• Writing through 'reverse reading'</li> <li>• Postcards</li> <li>• Role-play writing</li> <li>• Creating a framework for writing</li> <li>• A perfect story</li> <li>• Note writing</li> <li>• A creative writing activity</li> </ul>	<p><b>Formative Assessments:</b></p> <p>(1) Lesson Activities (Source: <a href="#">Yale CTL</a>)</p> <ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• Low-stakes group work</li> <li>• Weekly quizzes</li> <li>• 1-minute reflection writing assignments</li> <li>• Homework assignments</li> <li>• Surveys</li> </ul> <p>(2) Class Performance (participation,</p>

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					<ul style="list-style-type: none"> <li>Stating clear and strong topic sentences that support the thesis</li> </ul> <p><b>Skill 2. Writing Informative Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Part of the skills for writing research papers applicable to writing informative explanatory texts. See <b>Skill 5</b>.</li> </ul> <p><b>Skill 4. Writing Process</b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Prewriting is anything you do 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).</li> <li>Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Eliciting vocabulary before writing narratives</li> <li>Improving paragraph writing</li> <li>Songs and storytelling</li> <li>Freeze the writing</li> <li>Helping students organize argument essays</li> </ul> <p><b>Pair/Small Group:</b> Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p><b>Whole Class:</b> Discussion, presentation, debating</p> <p><b>Games/Icebreakers:</b> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p><b>Blended Learning Activity:</b> Computer lab activity</p>	<p>attendance)</p> <p>(3) Project (TBA)</p> <p>(4) Other: Club activities</p>

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					<p>additional ideas or implications.</p> <ul style="list-style-type: none"> <li>• Don't pay attention to such things as spelling at this stage.</li> <li>• This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers?</li> <li>• At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it.</li> <li>• Don't edit your writing until the other steps in the writing process are complete.</li> </ul> <p><b>Skill 5. <a href="#">Writing Research Papers</a></b></p> <ul style="list-style-type: none"> <li>• Reading for meaning – denotation and connotation</li> </ul>		

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					<ul style="list-style-type: none"> <li>• Writing in order to fulfill a requirement</li> <li>• Critical thinking</li> <li>• Researching facts and opinions</li> <li>• Differentiating between facts and opinions</li> <li>• Evaluating ideas</li> <li>• Evaluating presentation styles</li> <li>• Analyzing and identifying issues and problems</li> <li>• Synthesizing and solving problems</li> <li>• Organizational skills, both mental and physical</li> <li>• Analyzing the arguments of others</li> <li>• Constructing your own arguments</li> <li>• Expressing your ideas and arguments effectively</li> <li>• Persuading and impressing others with your ideas and arguments</li> <li>• Presenting and packaging ideas</li> <li>• Following through and completing projects independently</li> <li>• Meeting a deadline</li> </ul>		
OCT.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	1. Integrated writing: <ul style="list-style-type: none"> <li>• TOEFL-I, Ch2, Skill A, Making Connections</li> <li>• Teacher</li> </ul>	<b>Skill 1. Writing Arguments</b> <ul style="list-style-type: none"> <li>• Understanding information from both reading and listening passages</li> <li>• Taking notes on the reading and</li> </ul>	<b>Example Activities</b> (Source: <a href="#">Writing Activities</a> ): <ul style="list-style-type: none"> <li>• Writing error correction</li> <li>• Writing a story</li> </ul>	<b>Summative Assessment:</b> Mid-term exam  <b>Formative Assessments:</b>

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				selected materials meeting Skill 4	<p>listening passages</p> <ul style="list-style-type: none"> <li>Using information from your notes in your writing</li> <li>Synthesizing the information taken from both the reading and listening passages</li> <li>Using your own words to convey essential information and ideas from the reading and listening</li> <li>Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>Organizing ideas in an effective way</li> <li>Stating your opinion or thesis clearly</li> <li>Stating clear and strong topic sentences that support the thesis</li> </ul> <p><b>Skill 4. <a href="#">Writing Process</a></b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Prewriting is anything you do 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).</li> <li>Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Drafting occurs when you put</li> </ul>	<ul style="list-style-type: none"> <li>Guided writing</li> <li>Chat</li> <li>A business letter</li> <li>Writing consequences</li> <li>Poems for the future</li> <li>Writing through 'reverse reading'</li> <li>Postcards</li> <li>Role-play writing</li> <li>Creating a framework for writing</li> <li>A perfect story</li> <li>Note writing</li> <li>A creative writing activity</li> <li>Eliciting vocabulary before writing narratives</li> <li>Improving paragraph writing</li> <li>Songs and storytelling</li> <li>Freeze the writing</li> <li>Helping students organize argument essays</li> </ul> <p><b>Pair/Small Group:</b> Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p><b>Whole Class:</b> Discussion, presentation, debating</p>	<p>(1) Lesson Activities (Source: <a href="#">Yale CTL</a>)</p> <ul style="list-style-type: none"> <li>In-class discussions</li> <li>Low-stakes group work</li> <li>Weekly quizzes</li> <li>1-minute reflection writing assignments</li> <li>Homework assignments</li> <li>Surveys</li> </ul> <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>

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					<p>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.</p> <ul style="list-style-type: none"> <li>• Don't pay attention to such things as spelling at this stage.</li> <li>• This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers?</li> <li>• At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Check for such things as</li> </ul>	<p><b>Games/Icebreakers:</b> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p><b>Blended Learning Activity:</b> Computer lab activity</p>	

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					<p>grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it.</p> <ul style="list-style-type: none"> <li>Don't edit your writing until the other steps in the writing process are complete.</li> </ul>		
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: <ul style="list-style-type: none"> <li>TOEFL-I, Ch2, Skill B, Making Ideas Flow</li> <li>Teacher selected materials meeting Skills 3, 4, and 5</li> </ul>	<b>Skill 1. Writing Arguments</b> <ul style="list-style-type: none"> <li>Understanding information from both reading and listening passages</li> <li>Taking notes on the reading and listening passages</li> <li>Using information from your notes in your writing</li> <li>Synthesizing the information taken from both the reading and listening passages</li> <li>Using your own words to convey essential information and ideas from the reading and listening</li> <li>Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>Organizing ideas in an effective way</li> <li>Stating your opinion or thesis clearly</li> <li>Stating clear and strong topic sentences that support the thesis</li> </ul> <b>Skill 3. Writing Narratives</b> <ul style="list-style-type: none"> <li>Include an introduction, plot,</li> </ul>	<b>Example Activities</b> (Source: <a href="#">Writing Activities</a> ): <ul style="list-style-type: none"> <li>Writing error correction</li> <li>Writing a story</li> <li>Guided writing</li> <li>Chat</li> <li>A business letter</li> <li>Writing consequences</li> <li>Poems for the future</li> <li>Writing through 'reverse reading'</li> <li>Postcards</li> <li>Role-play writing</li> <li>Creating a framework for writing</li> <li>A perfect story</li> <li>Note writing</li> <li>A creative writing activity</li> <li>Eliciting vocabulary before writing narratives</li> <li>Improving paragraph writing</li> </ul>	<b>Formative Assessments:</b> (1) Lesson Activities (Source: <a href="#">Yale CTL</a> ) <ul style="list-style-type: none"> <li>In-class discussions</li> <li>Low-stakes group work</li> <li>Weekly quizzes</li> <li>1-minute reflection writing assignments</li> <li>Homework assignments</li> <li>Surveys</li> </ul> (2) Class Performance (participation, attendance) (3) Project (TBA) (4) Other: Club activities

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					<p>characters, setting, climax, and conclusion.</p> <ul style="list-style-type: none"> <li>• Have a purpose. Make a point!</li> <li>• Write it from a clear point of view.</li> <li>• Use clear and concise language throughout the essay.</li> <li>• The use of the first person pronoun 'I' is welcomed.</li> <li>• Be organized. Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative.</li> </ul> <p><b>Skill 4. <a href="#">Writing Process</a></b>  <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• Prewriting is anything you do 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).</li> <li>• Although prewriting is the first activity you engage in, generating ideas is an activity that occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Songs and storytelling</li> <li>• Freeze the writing</li> <li>• Helping students organize argument essays</li> </ul> <p><b>Pair/Small Group:</b> Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p><b>Whole Class:</b> Discussion, presentation, debating</p> <p><b>Games/Icebreakers:</b> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p><b>Blended Learning Activity:</b>            Computer lab activity</p>	

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					<p>throughout the writing process.</p> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Don't pay attention to such things as spelling at this stage.</li> <li>• This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers?</li> <li>• At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas</li> </ul>		

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					<p>explicit and clear.</p> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it.</li> <li>• Don't edit your writing until the other steps in the writing process are complete.</li> </ul> <p><b>Skill 5. <a href="#">Writing Research Papers</a></b></p> <ul style="list-style-type: none"> <li>• Reading for meaning – denotation and connotation</li> <li>• Writing in order to fulfill a requirement</li> <li>• Critical thinking</li> <li>• Researching facts and opinions</li> <li>• Differentiating between facts and opinions</li> <li>• Evaluating ideas</li> <li>• Evaluating presentation styles</li> <li>• Analyzing and identifying issues and problems</li> <li>• Synthesizing and solving problems</li> <li>• Organizational skills, both mental and physical</li> <li>• Analyzing the arguments of others</li> <li>• Constructing your own arguments</li> <li>• Expressing your ideas and arguments effectively</li> <li>• Persuading and impressing others</li> </ul>		

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					<ul style="list-style-type: none"> <li>with your ideas and arguments</li> <li>Presenting and packaging ideas</li> <li>Following through and completing projects independently</li> <li>Meeting a deadline</li> </ul>		
DEC.	2	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	<p><b>REVIEW:</b> Teacher prepared comprehensive review and extended practice on Skills 1, and 4. Teacher selected materials used.</p>	<p><b>Skill 1. Writing Arguments</b></p> <ul style="list-style-type: none"> <li>Understanding information from both reading and listening passages</li> <li>Taking notes on the reading and listening passages</li> <li>Using information from your notes in your writing</li> <li>Synthesizing the information taken from both the reading and listening passages</li> <li>Using your own words to convey essential information and ideas from the reading and listening</li> <li>Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>Organizing ideas in an effective way</li> <li>Stating your opinion or thesis clearly</li> <li>Stating clear and strong topic sentences that support the thesis</li> </ul> <p><b>Skill 4. <a href="#">Writing Process</a></b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Prewriting is anything you do before you write a draft of your</li> </ul>	<p><b>Example Activities</b> (Source: <a href="#">Writing Activities</a>):</p> <ul style="list-style-type: none"> <li>Writing error correction</li> <li>Writing a story</li> <li>Guided writing</li> <li>Chat</li> <li>A business letter</li> <li>Writing consequences</li> <li>Poems for the future</li> <li>Writing through ‘reverse reading’</li> <li>Postcards</li> <li>Role-play writing</li> <li>Creating a framework for writing</li> <li>A perfect story</li> <li>Note writing</li> <li>A creative writing activity</li> <li>Eliciting vocabulary before writing narratives</li> <li>Improving paragraph writing</li> <li>Songs and storytelling</li> </ul>	<p><b>Summative Assessment:</b> Final Exam</p> <p><b>Formative Assessments:</b></p> <p>(1) Lesson Activities (Source: <a href="#">Yale CTL</a>)</p> <ul style="list-style-type: none"> <li>In-class discussions</li> <li>Low-stakes group work</li> <li>Weekly quizzes</li> <li>1-minute reflection writing assignments</li> <li>Homework assignments</li> <li>Surveys</li> </ul> <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other</p>

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					<p>document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).</p> <ul style="list-style-type: none"> <li>Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Don't pay attention to such things as spelling at this stage.</li> <li>This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document</li> </ul>	<ul style="list-style-type: none"> <li>Freeze the writing</li> <li>Helping students organize argument essays</li> </ul> <p><b>Pair/Small Group:</b> Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p><b>Whole Class:</b> Discussion, presentation, debating</p> <p><b>Games/Icebreakers:</b> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p><b>Blended Learning Activity:</b> Computer lab activity</p>	

# The Asian International School Curriculum Mapping

Grade: 12 (TOEFL Intermediate)

Subject: English/Writing

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers?</p> <ul style="list-style-type: none"><li>• At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.</li></ul> <p><b>Editing</b></p> <ul style="list-style-type: none"><li>• Check for such things as grammar, mechanics, and spelling. That last thing you should do before printing your document is to spell check it.</li><li>• Don't edit your writing until the other steps in the writing process are complete.</li></ul>		