

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
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Subject: Listening and Speaking

AUG.	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a	Listening & Speaking	1. Personal experience <ul style="list-style-type: none"> • TOEFL-SP, Ch1, Skill A • Teacher selected materials (TBA) 2. Campus life <ul style="list-style-type: none"> • TOEFL-LS, Ch1, Skill A-F • Teacher selected materials (TBA) 	Skills aligned to LS 1.11a <ul style="list-style-type: none"> • Understanding the overall topic or basic idea • Understanding the speaker’s general purpose • Inferring the speaker’s purpose or main idea when it is not directly stated Skills aligned to LS 2.11a <ul style="list-style-type: none"> • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples Skills aligned to LS 3.11a <ul style="list-style-type: none"> • 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 	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: <ul style="list-style-type: none"> • Who’s Telling the Truth? • Taboo Variations • Descriptive Drawing 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	Formative Assessments: (1) Class Activities (Source: FA): 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) Other: Club activities
SEPT.	8	LS 1.11a, 1-4	Listening &	1. Personal preference <ul style="list-style-type: none"> • TOEFL-SP, Ch2, Skill A 		Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing	Formative Assessments: (1) Class Activities

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		LS 2.11a LS 3.11a LS 4.11a LS 6.11a	Speaking	<ul style="list-style-type: none"> Teacher selected materials (TBA) <p>2. Campus life</p> <ul style="list-style-type: none"> TOEFL-LS, Ch2, Skill A-F TOEFL-SP, Ch2, Skill B Teacher selected materials (TBA) <p>3. Campus life: Giving advice</p> <ul style="list-style-type: none"> TOEFL-SP, Ch1, Skill C TOEFL-SP, Ch2, Skill C Teacher selected materials (TBA) 	<p>speaker’s attitude that is not directly stated</p> <ul style="list-style-type: none"> 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 	<p>ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating, classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who’s Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions “Secret” Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... <p>Blended Learning Activity: Computer lab activity</p>	<p>(Source: FA):</p> <p>Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Project A (TBA)</p> <p>(5) Other: Club activities</p>
OCT.	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 5.11a LS 6.11a	Listening & Speaking	<p>1. Anthropology, Literature, Music</p> <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) <p>2. Music</p> <ul style="list-style-type: none"> TOEFL-LS, 	<ul style="list-style-type: none"> Inferring what is likely to happen from what the speaker says Drawing a conclusion based on the main idea 	<p>Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating,</p>	<p>Summative Assessment: Mid-term exam</p> <p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response,</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				<p>Chs1-2</p> <ul style="list-style-type: none"> Teacher selected materials (TBA) <p>3. Art</p> <ul style="list-style-type: none"> TOEFL-LS, Ch2 Teacher selected materials (TBA) 	<p>and what the speaker says</p> <p>Skills aligned to LS 4.11a</p> <ul style="list-style-type: none"> Recognizing the organization of information 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 <p>Skills aligned to LS 5.11a</p> <ul style="list-style-type: none"> Understanding information in reading and listening passages Taking notes of important information and using this information in your spoken response 	<p>classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who's Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions "Secret" Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... <p>Blended Learning Activity: Computer lab activity</p>	<p>Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Other: Club activities</p>
NOV.	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 6.11a	Listening & Speaking	<p>1. Biology, Physics, Astronomy</p> <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) <p>2. Earth Science</p> <ul style="list-style-type: none"> TOEFL-LS, Ch2 Teacher selected materials (TBA) 	<ul style="list-style-type: none"> Synthesizing background information with more 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 	<p>Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating, classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who's Telling the Truth? Taboo Variations Descriptive Drawing 	<p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Paraphrasing information Skills aligned to LS 6.11a <ul style="list-style-type: none"> Describing a personal experience or expressing a personal preference Organizing ideas Expressing a clear topic statement and the supporting points Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation 	Activity <ul style="list-style-type: none"> 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	(2) Assignments (3) Class Performance (participation, attendance) (4) Project B (TBA) (5) Other: Club activities
DEC.	4	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 5.11a LS 6.11a	Listening & Speaking	1. Geography, Ecology <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) 		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: <ul style="list-style-type: none"> Who’s Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions “Secret” Word Debates Impromptu Speaking 	Summative 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 Talk, Whip Around (2) Assignments (3) Class Performance

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						<ul style="list-style-type: none"> Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... <p>Blended Learning Activity: Computer lab activity</p>	(participation, attendance) (4) Other
JAN.	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 6.11a	Listening & Speaking	1. Communication, English, History <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) 2. Computer Science <ul style="list-style-type: none"> TOEFL-LS, Ch2 Teacher selected materials (TBA) 	<p>Skills aligned to LS 1.11a</p> <ul style="list-style-type: none"> Understanding the overall topic or basic idea Understanding the speaker's general purpose Inferring the speaker's purpose or main idea when it is not directly stated <p>Skills aligned to LS 2.11a</p> <ul style="list-style-type: none"> Paraphrasing information Expressing an opinion or preference Supporting an opinion with reasons or examples <p>Skills aligned to LS 3.11a</p> <ul style="list-style-type: none"> 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 	<p>Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating, classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who's Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions "Secret" Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... 	<p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					is discussed	Blended Learning Activity: Computer lab activity	
FEB.	4	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 5.11a LS 6.11a	Listening & Speaking	1. Health <ul style="list-style-type: none"> TOEFL-LS, Chs1-2 Teacher selected materials (TBA) 2. Physical Education <ul style="list-style-type: none"> TOEFL-LS, Chs1-2 Teacher selected materials (TBA) 	<ul style="list-style-type: none"> Using the context to figure out the real meaning of a sentence or phrase, or the speaker's attitude that is not directly stated 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 	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: <ul style="list-style-type: none"> Who's Telling the Truth? Taboo Variations Descriptive Drawing 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	Formative Assessments: (1) Class Activities (Source: FA): 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 C (TBA) (5) Other: Club activities
MAR.	8	LS 1.11a, 1-4	Listening &	1. Business, Social Studies <ul style="list-style-type: none"> TOEFL-LS, 	<ul style="list-style-type: none"> Inferring what is likely to happen from what the 	Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing	Summative Assessment: Mid-term

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		LS 2.11a LS 3.11a LS 4.11a LS 6.11a	Speaking	<p>Chs1-2</p> <ul style="list-style-type: none"> Teacher selected materials (TBA) <p>2. General Studies</p> <ul style="list-style-type: none"> TOEFL-LS, Ch2 Teacher selected materials (TBA) <p>3. Math</p> <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) 	<p>speaker says</p> <ul style="list-style-type: none"> Drawing a conclusion based on the main idea and what the speaker says <p>Skills aligned to LS 4.11a</p> <ul style="list-style-type: none"> Recognizing the organization of information 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 <p>Skills aligned to LS 5.11a</p> <ul style="list-style-type: none"> Understanding information in reading and listening passages Taking notes of important information and using this information in your spoken response 	<p>ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating, classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who’s Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions “Secret” Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... <p>Blended Learning Activity: Computer lab activity</p>	<p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Other: Club activities</p>
APR.	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 5.11a LS 6.11a	Listening & Speaking	<p>1. Personal Experience,</p> <ul style="list-style-type: none"> TOEFL-SP, Ch2, Skill A Teacher selected materials (TBA) <p>2. Campus life</p>	<ul style="list-style-type: none"> Synthesizing background information with more specific information Synthesizing the information given in the reading and listening, using the points in the 	<p>Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating,</p>	<p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended</p>

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				<ul style="list-style-type: none"> TOEFL-LS, Chs1-2 Teacher selected materials (TBA) <p>3. Campus life: Giving advice</p> <ul style="list-style-type: none"> TOEFL-SP, Chs1-2, Skill C Teacher selected materials (TBA) 	<p>listening to highlight principles or differences in the information</p> <ul style="list-style-type: none"> Recognizing a speaker’s purpose and attitude Paraphrasing information <p>Skills aligned to LS 6.11a</p> <ul style="list-style-type: none"> Describing a personal experience or expressing a personal preference Organizing ideas Expressing a clear topic statement and the supporting points Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation 	<p>classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who’s Telling the Truth? Taboo Variations Descriptive Drawing Activity Comic Strip Descriptions “Secret” Word Debates Impromptu Speaking Desert Island Activity Storytelling Activity Two Truths, One Lie True/False Storytelling I Have Never... <p>Blended Learning Activity: Computer lab activity</p>	<p>Questions, Problem Solving, Questioning, Think-Pair-Share, Turn and Talk, Whip Around</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Project D (TBA)</p> <p>(5) Other: Club activities</p>
MAY	8	LS 1.11a, 1-4 LS 2.11a LS 3.11a LS 4.11a LS 6.11a	Listening & Speaking	<p>1. Ecology</p> <ul style="list-style-type: none"> TOEFL-LS, Ch1 Teacher selected materials (TBA) <p>2. Geography, Literature, History</p> <ul style="list-style-type: none"> TOEFL-LS, Chs1-2 Teacher selected materials (TBA) 		<p>Individual: Expressing own opinions, presenting ideas, analyzing and synthesizing ideas</p> <p>Pair/Small Group: Discussion, description, problem-solving, role-playing, think-pair-share</p> <p>Whole Class: Discussion, presentation, debating, classroom survey</p> <p>Speaking Games:</p> <ul style="list-style-type: none"> Who’s Telling the Truth? Taboo Variations Descriptive Drawing 	<p>Summative Assessment: Final Exam</p> <p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Choral Response, Discussions, Four Corners, Observations, Open-Ended Questions, Problem Solving,</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						Activity <ul style="list-style-type: none"> • 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	Questioning, Think-Pair-Share, Turn and Talk, Whip Around (2) Assignments (3) Class Performance (participation, attendance) (4) Other

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
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Subject: Reading

AUG.	8	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	1. Cities/Countries <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, C, E • Teacher selected materials (TBA) 	KEY IDEAS AND DETAILS SKILL: UNDERSTANDING DETAILS Identifying Facts <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Recognizing incorrect information as well as information not mentioned in the text • Identifying paraphrases that do or do not correctly summarize 	Engagement Activities: <ul style="list-style-type: none"> • 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.	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
				2. Sports <ul style="list-style-type: none"> • TOELF-R, Ch1, Skill B • TOEFL-R, Ch2, Skill A, C, E • Teacher selected materials (TBA) 			
SEPT.	8	RL 1.11a RL 2.11ab	Reading	1. Science <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, C, D, E 		Engagement Activities: <ul style="list-style-type: none"> • Pretest with a Partner • Stand Up Sit Down 	Formative Assessments: (1) Class Activities

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		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 10.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas • Range of reading and level of text complexity		<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> TOEFL-R, Ch1, Skill B, F TOEFL-R, Ch3, Focus B Teacher selected materials meeting RL 10.11a and RI 10.11a (TBA) 	information from the text SKILL: MAKING INFERENCES AND ESTABLISHING PURPOSE Making Inferences <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	(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
OCT.	8	RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab RL 5.11a	Reading	1. Music <ul style="list-style-type: none"> TOEFL-R, Ch1, Skill A, E Teacher selected materials 	<ul style="list-style-type: none"> Understanding the meaning of the highlighted sentence correctly Using the context to 	Engagement Activities: <ul style="list-style-type: none"> Pretest with a Partner Stand Up Sit Down Thumbs Up Thumbs Down Secret Answer 	Summative Assessment: Mid-term exam Formative Assessments:

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		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		(TBA) 2. Arts <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A • TOEFL-R, Ch2, Skill B, D • TOEFL-R, Ch3, Focus B • Teacher selected materials (TBA) 	understand the highlighted sentence clearly <ul style="list-style-type: none"> • 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 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 smallest large landmass on the planet; however, it is among the most interesting. Changed 	<ul style="list-style-type: none"> • 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	(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 RL 10.11a RI 1.11a RI 2.11ab	Reading	1. Geography <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill C, D • TOEFL-R, Ch2, Skill E • Teacher selected materials meeting RL 10.11a and RI 10.11a (TBA) 2. Technology		Engagement Activities: <ul style="list-style-type: none"> • 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 	Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries,

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		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		<ul style="list-style-type: none"> TOEFL-R, Ch1, Skill C Teacher selected materials meeting RL 10.11a and RI 10.11a (TBA) 	structure and wording: Though it is the smallest continent on the planet, Australia is among the most interesting. SKILL: UNDERSTANDING REFERENTS AND VOCABULARY Vocabulary <ul style="list-style-type: none"> 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 meaning 	<ul style="list-style-type: none"> 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	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 RI 1.11a RI 2.11ab RI 3.11a RI 4.11a RI 5.11a RI 6.11a	Reading	1. Literature <ul style="list-style-type: none"> TOEFL-R, Ch1, Skill B, F TOEFL-R, Ch2, Skill E TOEFL-R, Ch3, Focus A Teacher selected materials (TBA) 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Recognizing a noun that is being referred to by a pronoun or other reference word (This 	Engagement Activities: <ul style="list-style-type: none"> 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 	Summative Assessment: Final Exam Formative Assessments: (1) Class Activities (Source: FA): Checklists, Concept Maps, Discussions, Four Corners, Graphic Organizers, Learning Logs, Matching Activities, Observations, One Sentence Summaries,

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		RI 7.11a RI 8.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas			noun is known as the “Referent”) <ul style="list-style-type: none"> Understanding the different kinds of pronouns and reference words <p>INTEGRATION OF KNOWLEDGE AND IDEAS SKILL: MAKING INFERENCES AND ESTABLISHING PURPOSE Making Inferences</p>	<ul style="list-style-type: none"> Dictation <p>Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	Open-Ended Questions, Problem Solving, Questioning, Self-Assessments, Think-Pair-Share, Turn and Talk, etc. (2) Assignments (3) Class Performance (participation, attendance) (4) Other
JAN.	8	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	Reading	1. Language Skills <ul style="list-style-type: none"> TOEFL-R, Ch1, Skill C, D Teacher selected materials (TBA) 2. Natural Phenomena <ul style="list-style-type: none"> TOEFL-R, Ch2, Skill A, C, D, E Teacher selected materials (TBA) 	<ul style="list-style-type: none"> 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 <p>Establishing Purpose</p> <ul style="list-style-type: none"> 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 	<p>Engagement Activities:</p> <ul style="list-style-type: none"> 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 <p>Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting</p>	<p>Formative Assessments:</p> (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)

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		of knowledge and ideas			RANGE OF READING AND LEVEL OF TEXT COMPLEXITY <ul style="list-style-type: none"> Skills set by the teacher in charge 	class, guessing game, etc. Blended Learning Activity: Computer lab activity	(4) Other: Club activities
FEB.	4	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 10.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas • Range of reading and level of text complexity	Reading	1. Food <ul style="list-style-type: none"> TOEFL-R, Ch1, Skill B, F 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) 		Engagement Activities: <ul style="list-style-type: none"> 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	Formative Assessments: (1) Class Activities (Source: <i>FA</i>): 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

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
MAR.	8	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 10.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas	Reading	1. Travel/ Transportation <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, D • Teacher selected materials (TBA) 2. History <ul style="list-style-type: none"> • TOEFL-R, Ch2, Skill D, E, F • TOEFL-R, Ch3, Focus A • Teacher selected materials (TBA) 		<p>Engagement Activities:</p> <ul style="list-style-type: none"> • 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 <p>Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	<p>Summative Assessment: Mid-term</p> <p>Formative Assessments:</p> <p>(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.</p> <p>(2) Assignments</p> <p>(3) Class Performance (participation, attendance)</p> <p>(4) Other: Club activities</p>
APR.	8	RL 1.11a RL 2.11ab RL 3.11a RL 4.11ab	Reading	1. Natural Phenomena <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, B, C • Teacher selected 		<p>Engagement Activities:</p> <ul style="list-style-type: none"> • Pretest with a Partner • Stand Up Sit Down • Thumbs Up Thumbs Down 	<p>Formative Assessments:</p> <p>(1) Class Activities (Source: FA): Checklists, Concept</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		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 10.11a • Key ideas and details • Craft and structure • Integration of knowledge and ideas • Range of reading and level of text complexity		materials meeting RL 7.11a, RI 7.11a, and RI 8.11a; RL 10.11a and RI 10.11a (TBA) 2. Business <ul style="list-style-type: none"> • 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) 		<ul style="list-style-type: none"> • 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	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 RL 3.11a RL 4.11ab RL 5.11a RL 6.11a	Reading	1. Language Skills <ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, B • Teacher selected materials (TBA) 2. Technology		Engagement Activities: <ul style="list-style-type: none"> • Pretest with a Partner • Stand Up Sit Down • Thumbs Up Thumbs Down • Secret Answer • Response Cards • Think-Pair-Share 	Summative Assessment: Final Exam Formative Assessments: (1) Class Activities (Source: FA):

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		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		<ul style="list-style-type: none"> • TOEFL-R, Ch1, Skill A, C • Teacher selected materials (TBA) 		<ul style="list-style-type: none"> • Quick Writes • One Word Splash • Quick Draw • Gallery Walk • A-Z Topic Summary • 3-2-1 • Find Your Match • Dictation <p>Games: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	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

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
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Subject: Writing

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"> APA Formatting and Style Guide (online sources) – APA Formatting and Style Guide: General format, in-text citations, footnotes and endnotes, and reference list. Teacher selected materials (TBA) <p>2. Integrated writing:</p> <ul style="list-style-type: none"> TOEFL-B, Ch1, Skill A, Organizing Information Teacher selected materials meeting Skill 4 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> 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 <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> Prewriting is anything you do before you write a draft of your document, it includes thinking, taking notes, talking to others, brainstorming, outlining, and 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> 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 	<p>Formative Assessments:</p> <p>(1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>
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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>gathering information (e.g., interviewing people, researching in the library, assessing data).</p> <ul style="list-style-type: none"> Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Freeze the writing Helping students organize argument essays <p>Pair/Small Group:</p> <ul style="list-style-type: none"> Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast <p>Whole Class:</p> <ul style="list-style-type: none"> Discussion, presentation, debating <p>Games/Icebreakers:</p> <ul style="list-style-type: none"> TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc. <p>Blended Learning Activity: Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>terms should be defined for these particular readers?</p> <ul style="list-style-type: none"> At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. 		
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. Integrated writing: <ul style="list-style-type: none"> TOEFL-B, Ch1, Skill A, Organizing Information TOEFL-B, Ch1, Skill B, Paraphrasing Teacher selected materials meeting Skills 2, 4, and 5 	Skill 1. Writing Arguments <ul style="list-style-type: none"> 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 	Example Activities (Source: Writing Activities): <ul style="list-style-type: none"> 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 	Formative Assessments: (1) Lesson Activities (Source: Yale CTL) <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the thesis <p>Skill 2. Writing Informative Explanatory Texts</p> <ul style="list-style-type: none"> Part of the skills for writing research papers applicable to writing informative explanatory texts. See Skill 5. <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> 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). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 	<p>writing</p> <ul style="list-style-type: none"> 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 <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity:</p>	<ul style="list-style-type: none"> Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Project (TBA)</p> <p>(4) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>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"> • Don't pay attention to such things as spelling at this stage. • This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> • 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? • At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> • 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 process 	<p>Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>are complete.</p> <p>Skill 5. <u>Writing Research Papers</u></p> <ul style="list-style-type: none"> • Reading for meaning – denotation and connotation • Writing in order to fulfill a requirement • Critical thinking • Researching facts and opinions • Differentiating between facts and opinions • Evaluating ideas • Evaluating presentation styles • Analyzing and identifying issues and problems • 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 others with your ideas and arguments • Presenting and packaging ideas • Following through and completing projects independently • Meeting a deadline 		
				1. Independent	Skill 1. Writing Arguments	Example Activities	Summative

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	<p>writing:</p> <ul style="list-style-type: none"> TOEFL-B, Ch1, Skill C, Brainstorming Teacher selected materials meeting Skill 4 	<ul style="list-style-type: none"> 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 <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> 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) Although prewriting is the first activity you engage in, generating 	<p>(Source: Writing Activities):</p> <ul style="list-style-type: none"> 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 Freeze the writing Helping students organize argument essays <p>Pair/Small Group:</p>	<p>Assessment: Mid-term exam</p> <p>Formative Assessments:</p> <p>(1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>ideas is an activity that occurs throughout the writing process.</p> <p>Drafting</p> <ul style="list-style-type: none"> • 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 writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> • 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? • At this stage you also refine your prose, making each sentence as concise and accurate as possible. 	<p>Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>Make connections between ideas explicit and clear.</p> <p>Editing</p> <ul style="list-style-type: none"> • 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 process are complete. 		
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"> • TOEFL-B, Ch1, Skill D, Writing thesis statements and topic sentences • Teacher selected materials meeting Skills 3, 4, and 5 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> • 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 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> • 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 	<p>Formative Assessments:</p> <p>(1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> • In-class discussions • Low-stakes group work • Weekly quizzes • 1-minute reflection writing assignments • Homework assignments • Surveys <p>(2) Class Performance (participation, attendance)</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>sentences that support the thesis</p> <p>Skill 3. <u>Writing Narratives</u></p> <ul style="list-style-type: none"> • 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 guessing about the purpose of your narrative. <p>Skill 4. <u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> • 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) • Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> • Drafting occurs when you put 	<ul style="list-style-type: none"> • Eliciting vocabulary before writing narratives • Improving paragraph writing • Songs and storytelling • Freeze the writing • Helping students organize argument essays <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	<p>(3) Project (TBA)</p> <p>(4) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<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"> • Don't pay attention to such things as spelling at this stage. • This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> • 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? • At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> • Check for such things as 		

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
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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"> • Don't edit your writing until the other steps in the writing process are complete. <p>Skill 5. <u>Writing Research Papers</u></p> <ul style="list-style-type: none"> • Reading for meaning – denotation and connotation • Writing in order to fulfill a requirement • Critical thinking • Researching facts and opinions • Differentiating between facts and opinions • Evaluating ideas • Evaluating presentation styles • Analyzing and identifying issues and problems • 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 others with your ideas and arguments • Presenting and packaging ideas 		
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Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Following through and completing projects independently Meeting a deadline 		
DEC.	2	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	<p>REVIEW: Teacher prepared comprehensive review and extended practice meeting Skills 1 and 4. Teacher selected materials used.</p>	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> 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 <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> Prewriting is anything you do before you write a draft of your document, it includes thinking, taking notes, talking to others, 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> 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 	<p>Summative Assessment: Final Exam</p> <p>Formative Assessments:</p> <p>(1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data)</p> <ul style="list-style-type: none"> Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> 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 	<p>storytelling</p> <ul style="list-style-type: none"> Freeze the writing Helping students organize argument essays <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>to convince your readers? Which terms should be defined for these particular readers?</p> <ul style="list-style-type: none"> At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. 		
JAN.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	<p>1. Integrated writing:</p> <ul style="list-style-type: none"> TOEFL-B, Ch2, Skill A, Making Connections Teacher selected materials meeting Skill 4 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> 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 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> 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 	<p>Formative Assessments: (1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				<p>examples and details</p> <ul style="list-style-type: none"> Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the thesis <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> 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). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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. 	<p>framework for writing</p> <ul style="list-style-type: none"> 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 <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p>	<p>assignments</p> <ul style="list-style-type: none"> Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Don't pay attention to such things as spelling at this stage. This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> 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? At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. 	<p>Blended Learning Activity: Computer lab activity</p>	
FEB.	2	W 1.11a bcde	Writing	<p>1. Integrated writing:</p> <ul style="list-style-type: none"> TOEFL-B, Ch2, Skill A, Making 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> Understanding information from both reading and listening 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> Writing error 	<p>Formative Assessments: (1) Lesson</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		W 2.11a bcdef W 4.11a W 5.11a W 6.11a W 7.11a W 8.11a W 10.11a		<p>Connections (cont.)</p> <ul style="list-style-type: none"> Teacher selected materials meeting Skills 2, 4, and 5 <p>2. Independent writing:</p> <ul style="list-style-type: none"> TOEFL-B, Ch2, Skill B, Making Ideas Flow Teacher selected materials meeting Skills 2, 4, and 5 	<p>passages</p> <ul style="list-style-type: none"> 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 <p>Skill 2. Writing Informative Explanatory Texts</p> <ul style="list-style-type: none"> Part of the skills for writing research papers applicable to writing informative explanatory texts. See Skill 5. <p>Skill 4. <u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> 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., 	<p>correction</p> <ul style="list-style-type: none"> 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 Freeze the writing Helping students organize argument essays <p>Pair/Small Group: Discussion, description, problem-solving,</p>	<p>Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Project (TBA)</p> <p>(4) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>interviewing people, researching in the library, assessing data).</p> <ul style="list-style-type: none"> Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> 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 	<p>presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>particular readers?</p> <ul style="list-style-type: none"> At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. <p>Skill 5. Writing Research Papers</p> <ul style="list-style-type: none"> Reading for meaning – denotation and connotation Writing in order to fulfill a requirement Critical thinking Researching facts and opinions Differentiating between facts and opinions Evaluating ideas Evaluating presentation styles Analyzing and identifying issues and problems Synthesizing and solving problems Organizational skills, both mental and physical Analyzing the arguments of others 		

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Constructing your own arguments Expressing your ideas and arguments effectively Persuading and impressing others with your ideas and arguments Presenting and packaging ideas Following through and completing projects independently Meeting a deadline 		
MAR.	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	1. Independent writing: <ul style="list-style-type: none"> TOEFL-B, Ch2, Skill B, Making Ideas Flow (cont.) Teacher selected materials meeting Skill 4 	Skill 1. Writing Arguments <ul style="list-style-type: none"> 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 	Example Activities (Source: Writing Activities): <ul style="list-style-type: none"> 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 	Summative Assessment: Mid-term Formative Assessments: (1) Lesson Activities (Source: Yale CTL) <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>sentences that support the thesis</p> <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> • 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). • Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> • 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 writer-centered: it is you telling yourself what you know and think about the topic. 	<p>activity</p> <ul style="list-style-type: none"> • Eliciting vocabulary before writing narratives • Improving paragraph writing • Songs and storytelling • Freeze the writing • Helping students organize argument essays <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	<p>(2) Class Performance (participation, attendance)</p> <p>(3) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>Revising</p> <ul style="list-style-type: none"> 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? At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. 		
APR.	4	W 1.11a bcde W 3.11a bcde W 4.11a W 5.11a W 6.11a W 7.11a	Writing	<p>1. Integrated writing:</p> <ul style="list-style-type: none"> TOEFL-I, Ch1, Skill A, Organizing Information Teacher selected materials meeting Skills 3, 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> 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 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> Writing error correction Writing a story Guided writing Chat A business letter Writing 	<p>Formative Assessments: (1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		W 8.11a W 10.11a		4, and 5	<p>taken from both the reading and listening passages</p> <ul style="list-style-type: none"> 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 <p>Skill 3. <u>Writing Narratives</u></p> <ul style="list-style-type: none"> 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 guessing about the purpose of your narrative. <p>Skill 4. <u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> Prewriting is anything you do 	<p>consequences</p> <ul style="list-style-type: none"> 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 Freeze the writing Helping students organize argument essays <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-</p>	<ul style="list-style-type: none"> Weekly quizzes 1-minute reflection writing assignments Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Project (TBA)</p> <p>(4) Other: Club activities</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>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).</p> <ul style="list-style-type: none"> Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> Revision is the key to effective documents. Here you think more deeply about your readers' needs 	<p>TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p> <p>Blended Learning Activity: Computer lab activity</p>	

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>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?</p> <ul style="list-style-type: none"> At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. <p>Skill 5. <u>Writing Research Papers</u></p> <ul style="list-style-type: none"> Reading for meaning – denotation and connotation Writing in order to fulfill a requirement Critical thinking Researching facts and opinions Differentiating between facts and opinions Evaluating ideas Evaluating presentation styles Analyzing and identifying issues and problems Synthesizing and solving 		

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>problems</p> <ul style="list-style-type: none"> Organizational skills, both mental and physical Analyzing the arguments of others Constructing your own arguments Expressing your ideas and arguments effectively Persuading and impressing others with your ideas and arguments Presenting and packaging ideas Following through and completing projects independently Meeting a deadline 		
MAY	4	W 1.11a bcde W 4.11a W 5.11a W 6.11a	Writing	<p>1. Integrated writing:</p> <ul style="list-style-type: none"> TOEFL-I, Ch1, Skill B, Paraphrasing Teacher selected materials meeting Skill 4 	<p>Skill 1. Writing Arguments</p> <ul style="list-style-type: none"> 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 	<p>Example Activities (Source: Writing Activities):</p> <ul style="list-style-type: none"> 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 	<p>Summative Assessment: Final Exam</p> <p>Formative Assessments: (1) Lesson Activities (Source: Yale CTL)</p> <ul style="list-style-type: none"> In-class discussions Low-stakes group work Weekly quizzes 1-minute reflection

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> Organizing ideas in an effective way Stating your opinion or thesis clearly Stating clear and strong topic sentences that support the thesis <p>Skill 4. Writing Process</p> <p>Prewriting</p> <ul style="list-style-type: none"> 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). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. <p>Drafting</p> <ul style="list-style-type: none"> 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 	<p>framework for writing</p> <ul style="list-style-type: none"> 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 <p>Pair/Small Group: Discussion, description, problem-solving, presentation, role-playing, peer feedback on writing, compare and contrast</p> <p>Whole Class: Discussion, presentation, debating</p> <p>Games/Icebreakers: TIC-TAC-TOE, charades, guessing game, sentence race, celebrity info, whispering game, jeopardy, hangman, vocabulary relay, acting class, guessing game, etc.</p>	<p>writing assignments</p> <ul style="list-style-type: none"> Homework assignments Surveys <p>(2) Class Performance (participation, attendance)</p> <p>(3) Other</p>

Month	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>things as spelling at this stage.</p> <ul style="list-style-type: none"> This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic. <p>Revising</p> <ul style="list-style-type: none"> 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? At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. <p>Editing</p> <ul style="list-style-type: none"> 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 process are complete. 	<p>Blended Learning Activity: Computer lab activity</p>	