



CURRICULUM TEMPLATE

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| Level | Advanced (Level 6) | |
| International Benchmarks | CEFR B2 – C1 Levels | |
| General Proficiency Descriptors | <p>B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> <p>C1: Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p> | |
| Length | 12 months | |
| Frequencies | Daily frequency (Intensive, 120-minute sessions daily – 18 days per month) | |
| Approach / Methodology / Techniques | Communicative, cross-cultural, integrated-skills, strategy-based and 21st century skills. | |
| Core Materials / Sub Levels | Lower Advanced: American Head way 4 & Communication Strategies 3 Upper Advanced American Head way 5, Communication Strategies 4 & Project Citizen. | |
| Learning goals & Objectives | Communication goals and objectives are in the scope and sequence of American headway 4 & 5; Communication Strategies 3 & 4; and Project Citizen and the curriculum document. | |
| Evaluation | Learning Outcomes (ongoing assessment) | Speaking and Writing based on level learning objectives |
| | Standardized Examination | Mid-term exam and Final Exam |
| | Monthly progress report | Quizzes, classroom interaction and MyEnglishLab all based on level learning objectives and GSE tool kit. |

Student Learning Outcome

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| General learning outcome: | <p>Can produce accurate and level-appropriate language.</p> <p>Can bring their own personal experiences and feelings to the learning context.</p> <p>Can increase their knowledge, enhance their skills, and deepen their understanding of how we can all work together to make our communities better.</p> |
| Specific learning outcome: | <p>Students will be able to do the following:</p> <p>Reading and literature</p> <p>Before Reading</p> |

Recall and use prior learning and preview text to prepare for reading.
Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.

Use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

During Reading

Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.

Use knowledge of narrative and expository text structures in a variety of content areas to summarize information.

Make inferences and draw conclusions based on explicit and implied information from texts

Determine the main idea (nonfiction) theme (fiction) of the text.

Identify or infer important characters, problems, settings, events, relationships and details.

Select and use relevant information from the text in order to summarize events and/or ideas in the text.

Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

Make connections between the text and outside experiences and knowledge

After Reading

Retell through concise summarization grade-level narrative and informational text.

Summarize and paraphrase main idea and supporting details.

Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses

Use stated or implied evidence from the text to draw and/or support a conclusion.

Select, synthesize and/or use relevant information within the text to write a personal response to the text.

Vocabulary Expansion

Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.

Determine the meaning of unknown words by using a dictionary or context clues.

Recognize and interpret words with multiple meanings.

Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.

Determine word meanings by using definition, restatement, example, comparison or contrast.

Automatically recognize frequently encountered words in print.

Know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.

Understand the meaning of unknown words using derivations, such as word roots and word origins.

Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

Know the meanings of words encountered frequently in grade-level reading and oral language contexts.

In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Reading Comprehension

Create outlines, logical notes, and summaries of text in various content areas.

Distinguish fact from opinion in two selections on the same topic and give evidence.

Follow written directions in technical reading.

Identify and utilize a variety of sources to compare and contrast information.

Critically read and evaluate to determine the author's purpose, point of view, audience and message.

Analyze and draw accurate conclusions about information contained in informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.

Summarize and paraphrase main idea and supporting details.

Make inferences and draw conclusions based on explicit and implied information from texts.

Evaluate clarity and accuracy of information, as well as the credibility of sources.

Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

Analyze the author's purpose and/or perspective in a variety of text;

Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

Identify cause-and-effect relationships in text;

Inquiry and Research

Formulate questions, collect, organize and synthesize relevant information from a variety of sources, including print and electronic media.

Select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/ publisher, objectivity, freedom from bias) to assess appropriateness of resources

Define plagiarism, its consequences and avoid its use.

Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.

Write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used;

Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

Develop a research plan

Locate and use information in reference materials.

Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
Produce a report with detailed evidence to support a thesis.
Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
Credit sources for both quoted and paraphrased ideas

Oral communication

Discussion

Use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others.
Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
Orally communicate information, opinions and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose.
Participate effectively in group meetings.

Oral Presentation

Research and organize information that integrates appropriate media into oral communication appropriate for the occasion, audience, and purpose (e.g., digital presentations, charts, photos, primary sources, webcasts).
Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
Use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
Use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message;

Listening Comprehension

Select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

Media literacy

Evaluate the accuracy and credibility of information found on Internet sites.
Evaluate the logic of reasoning in both print and non-print selections.
Determine whether the evidence in a selection is appropriate, adequate and accurate.
Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
Critically analyze and evaluate the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.
Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
Select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and

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| | <p>Determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic</p> <p>Composition</p> <p>Writing as a Process</p> <p>Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.</p> <p>Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).</p> <p>Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p> <p>Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups;</p> <p>Publishing – producing a document and sharing the writing with the audience</p> <p>Writing as a Product</p> <p>Plan, organize and compose cohesive narrative pieces such as poetry, historical fiction, science fiction, or realistic fiction, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose that includes appropriate conventions.</p> <p>Write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;</p> <p>Spelling, Punctuation, Capitalization and Grammar Usage</p> <p>Understand the differences between formal and informal language styles and use each appropriately.</p> <p>Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability: Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.</p> <p>Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.</p> <p>Correctly use like/as if, any/any other, this kind/these kinds, who/that, and every/many when they occur in a sentence.</p> <p>Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.</p> <p>Correctly use the possessive pronoun before the gerund.</p> <p>Possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement;</p> <p>Sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.</p> <p>Project-based learning</p> <p>Civic Knowledge (knowledge of democracy and of public policy)</p> |
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| | Civic Skills (public policy problem solving skills) Civic Dispositions (general citizen responsibility and personal civic responsibility); and Current Civic Activity |
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