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STANDARDS OF  
 PROFICIENCY (SOPs)

**Fundamentals of English**

Skill Area:      Students will be able to:

Assessment Tool(s):

<b>Reading</b>	<ul style="list-style-type: none"> <li>recognize and name all uppercase and lowercase letters of the alphabet</li> <li>read and comprehend simple sentences containing common verbs such as <i>like, have, want, be, &amp; do</i></li> <li>understand vocabulary from topics such as: family relationships, items around the classroom, food, body parts</li> <li>comprehend simple sentences with determiners and be verbs</li> <li>recognize vocabulary pertaining to tasks that are done daily (routines)</li> <li>recognize and correct errors linked to pronouns and be verbs</li> </ul>	midterm exam; communicative exercises stated on the syllabus
	<ul style="list-style-type: none"> <li>understand vocabulary from topics such as: items around the house, illness, body parts and sports</li> <li>ask questions using simple action verbs and provide answers</li> <li>recognize cost and dollar values</li> <li>understand months of the year and numbers</li> </ul>	final exam; in-class exercises, worksheets and games
<b>Writing</b>	<ul style="list-style-type: none"> <li>write using uppercase and lowercase letters as appropriate</li> <li>write simple descriptive sentences beginning with possessive pronouns</li> <li>write introductory sentences that vary in topic (family relationships, items around the classroom, food, body parts)</li> <li>write sentences using all times of the day and ones using determiners</li> <li>write sentences using common verbs such as <i>like, have, want, be, &amp; do</i></li> <li>write sentences with possessive forms of nouns; answer simple questions</li> <li>correct simple grammatical errors in sentences</li> </ul>	midterm exam; in-class group exercises; in-class and at-home writing assignments
	<ul style="list-style-type: none"> <li>recognize &amp; write vocabulary related to parts of the body</li> <li>listen for and correctly spell level-appropriate vocabulary words</li> <li>express in writing how he/she feels using various types of illnesses</li> <li>correctly spell out the months of the year; write about his/her routine</li> </ul>	final exam; in-class group exercises; individual writing; in-class and at-home writing assignments
<b>Listening</b>	<ul style="list-style-type: none"> <li>comprehend tasks performed daily (routine)</li> <li>understand parts of speech: adjectives, nouns, verbs, pronouns, &amp; possessive adjectives</li> <li>recognize and understand the alphabet, family relationships, items around the house and classroom, food, body parts, months of the year and numbers</li> <li>understand sentences that use common verbs such as <i>like, have, want, be, &amp; do</i></li> <li>understand vocabulary words covered in class</li> </ul>	in-class worksheets, learning activities and games; communicative exercises listed on the syllabus; in-class dialogues; vocabulary and pronunciation quizzes; final exam
<b>Speaking</b>	<ul style="list-style-type: none"> <li>produce introductory sentences that vary in topic (family relationships, items around the house and classroom, food, body parts, months of the year and numbers)</li> <li>recite the alphabet and numbers; describe various objects and people</li> <li>produce sentences using common verbs such as <i>like, have, want, be, &amp; do</i></li> </ul>	communicative exercises stated on the syllabus (pair work, group exercises/ games, etc.)



**Class 1B**

Skill Area:

Students will be able to:

Assessment Tool(s):

<b>Reading</b>	<ul style="list-style-type: none"> <li>● recognize grammatical errors and correct them at the 1B level</li> <li>● understand contractions; recognize articles and their use</li> <li>● recognize and comprehend simple past, present, present progressive and past progressive tenses, &amp; imperatives (aff &amp; neg)</li> <li>● understand necessity &amp; conclusions with <i>have to, need to, &amp; must</i></li> <li>● recognize and understand subject, object &amp; indefinite pronouns</li> <li>● recognize and understand sentences speaking of ability &amp; requests</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; in-class reading exercises; grammar quizzes skills-based midterm exam; skills-based final exam</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● write using contractions, infinitives and gerunds</li> <li>● distinguish between past and present tenses</li> <li>● write sentences in the present and past progressive tenses</li> <li>● write a paragraph telling a short and simple story</li> <li>● write sentences with adverbs; form questions with grammar taught</li> <li>● write sentences with level-appropriate vocabulary</li> <li>● recognize when an article is needed</li> <li>● use the appropriate modal to express a need vs. a compulsory task</li> <li>● write a comparison paragraph; write about plans for the near future</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; in-class writing exercises; at-home writing exercises; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Listening</b>	<ul style="list-style-type: none"> <li>● distinguish between formal and informal responses</li> <li>● comprehend when others speak using contractions</li> <li>● comprehend adverbs and the difference between “need” and “must” ; answer listening comprehension questions</li> <li>● understand comparative and superlative adjectives</li> <li>● understand situational events and their progress</li> </ul>	<p>Final Exam; Various communicative exercises suggested on the unit-by-unit teaching tips packet (pair work, group exercises/games, etc.), grammar quizzes</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● use indefinite pronouns and possessive pronouns</li> <li>● instruct using affirmative and negative imperatives</li> <li>● ask questions regarding one’s abilities (can) &amp; other information</li> <li>● ask questions in the tenses presented</li> <li>● speak using contractions; make offers and promises</li> <li>● form sentences and questions with modals for suggestion &amp; advice</li> <li>● use comparative and superlative adjectives</li> <li>● speak of components of body language</li> <li>● express routine in past and present tenses</li> <li>● learn proper pronunciation for the words provided</li> </ul>	<p>dictation exercises; communicative exercises found in the unit-by-unit teaching tips packet; in-class group exercises; in-class discussions; skills-based midterm exam; skills-based final exam</p>

**Class 2A**

Skill Area: Students will be able to:

Assessment Tool(s):

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>● distinguish between the various tenses introduced at this level</li> <li>● recognize and understand time clauses &amp; factual conditionals</li> <li>● understand direct and indirect objects</li> <li>● comprehend the present perfect and the simple past</li> <li>● understand present perfect questions and their answers</li> <li>● recognize obvious cognates (e.g., education, educación; actually, actualmente) in phrases, simple sentences, reading passages, and content area texts; recognize and understand the order of events</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; in-class &amp; at-home reading exercises; skills-based midterm exam; skills-based final exam</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● know when to use singular/plural nouns</li> <li>● distinguish between first, second and third person pronouns with appropriate verb conjugation</li> <li>● describe places and situations using <i>there is/there was</i>; use <i>when</i> and <i>while</i> with the past progressive</li> <li>● spell level-appropriate vocabulary words being dictated</li> <li>● form questions &amp; sentences in the simple present &amp; past tense</li> <li>● use adjectives, adverbs of manner &amp; adverbs of degree in paragraph writing</li> <li>● express change in routine or habits</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet (pair work, group exercises/games, etc.); in-class &amp; at-home writing exercises; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Listening</b>	<ul style="list-style-type: none"> <li>● recognize and understand first, second and third person pronouns</li> <li>● understand imperative statements</li> <li>● recognize and understand factual conditionals</li> <li>● recognize and understand progression of events</li> <li>● understand present perfect questions and their answers</li> <li>● listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; reading out-loud exercises; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● speak on order of events; form questions using the past tense</li> <li>● ask information questions in present &amp; past tense</li> <li>● correctly use first, second and third person pronouns with correct verb conjugation</li> <li>● learn proper pronunciation for the vocabulary words provided at that level</li> <li>● offer suggestions and advice; speak about the past using <i>use to</i> and <i>would</i></li> <li>● use count nouns and non-count nouns &amp; non-count nouns with determiners and measurement words</li> <li>● participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; grammar quizzes; dictation exercises; skills-based midterm exam; skills-based final exam</p>

**Class 2B**

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>● recognize and understand the difference between the simple present and present progressive tenses; distinguish between its and it's</li> <li>● recognize which helping verb/modal is most appropriate when making suggestions (might, do, should, etc.)</li> <li>● recognize &amp; correct errors in writing; recognize and understand future tenses</li> <li>● recognize and comprehend simple causalities (because one event occurred, a second event also occurred)</li> <li>● determine whether various verbs should be followed by infinitives or gerunds</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet; in-class & at-home reading exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Writing</b>	<ul style="list-style-type: none"> <li>● form questions about events taking place in the future</li> <li>● request or offer assistance in a form of a question</li> <li>● have built upon their extensive editing skills learned in 2A</li> <li>● express what can and cannot be done</li> <li>● write sentences expressing necessity, prohibition, probability or preference</li> <li>● recognize and understand the correct preposition needed within sentences</li> <li>● recognize that some words have multiple meanings and apply this knowledge in writing</li> <li>● write multiple narrative paragraphs; form more difficult comparative sentences</li> <li>● determine whether various verbs should be followed by infinitives or gerunds</li> </ul>	dictation exercises; communicative activities found in the unit-by-unit teaching tips packet; in-class group exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Listening</b>	<ul style="list-style-type: none"> <li>● distinguish between formal and informal requests</li> <li>● recognize the time of day an event is occurring by hearing the description</li> <li>● recognize and understand necessity, prohibition, probability and preference</li> <li>● understand when others speak of ability with can, could and be able to</li> <li>● recognize idiomatic language (Robert's ideas tend to please the majority)</li> <li>● recognize and answer questions pertaining to requests and suggestions</li> <li>● recognize whether various verbs should be followed by infinitives or gerunds.</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet; out-loud reading exercises; group work; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● give &amp; take advice; make formal and informal requests</li> <li>● form sentences with <i>Will, Be Going To, Be Able To, and Present Progressive</i></li> <li>● form more complex sentences pertaining to abilities of self and others</li> <li>● ask questions about events taking place in the future</li> <li>● speak of necessity, prohibition, probability and preference</li> <li>● speak of events ongoing in the present; offer suggestions and make requests</li> <li>● determine whether various verbs should be followed by infinitives or gerunds.</li> </ul>	dictation practice; communicative exercises found in the unit-by-unit teaching tips packet; in-class reading exercises; group work; skills-based midterm exam; skills-based final exam



	<ul style="list-style-type: none"> <li>• complete a brainstorm in the form of a list or cluster.</li> <li>• outline a paragraph to plan before writing.</li> <li>• write paragraphs using signal words to link sentences such as <i>in addition, also, first, last, finally, for example, and moreover.</i></li> <li>• write paragraphs using simple compound sentences with connecting words such as <i>but, and, and because.</i></li> <li>• format paragraphs with conventional MLA style, including indenting, double-spacing, Times New Roman font, and correct sizing.</li> <li>• peer review classmates' writing, checking for errors in consistency, off-topic sentences, order of sentences, unnecessary sentences, grammar, and grammar errors.</li> <li>• write a series of journal entries to answer questions on a myriad of social and personal topics that contain three organizational parts and share the main arguments, ideas or opinions of the student.</li> </ul>	4, 6, and 8.
<b>Listening</b>	<ul style="list-style-type: none"> <li>• comprehend text that is read aloud in class.</li> <li>• comprehend multi-step directions and explanations.</li> <li>• practice active listening techniques shown through participation in small group and class discussions.</li> <li>• discuss peer reviews of classmates' writing in practice sessions checking for errors in consistency, off-topic sentences, order of sentences, unnecessary sentences, grammar, and grammar errors.</li> </ul>	Demonstrate comprehension by actively participating in classroom activities, worksheet discussions, and oral instructions. Comprehend other's opinions about classroom and reading topics during discussions. All of the above will be assessed using the <i>Participation Rubric</i> .
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• contribute to small group and class discussions on each content area discussed in class.</li> <li>• share experiences and thoughts during discussions on field trips.</li> <li>• rephrase and follow multi-step directions and explanations.</li> <li>• give 5-minute opinion speech to the class exhibiting proper body language, eye contact and volume.</li> </ul>	Share opinions about classroom and reading topics during small group and class discussions and demonstrate comprehension by actively participating in classroom activities with oral instructions; assessed using the <i>Participation Rubric</i> . Week 6 Presentation of Opinion Speeches

**Class 3A**

Skill Area: Students will be able to:

Assessment Tool(s):

<b>Reading</b>	<ul style="list-style-type: none"> <li>distinguish between simple present and present progressive</li> <li>distinguish between simple past vs. past progressive</li> <li>recognize and understand infinitives with verbs, infinitives vs. gerunds, and infinitives after adjectives and nouns</li> <li>answer comprehension questions after reading a passage</li> <li>recognize and understand modals and modal-like expressions of ability</li> <li>recognize and understand quantifiers</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; in-class &amp; at-home reading exercises; dictation exercises; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>write time clauses in the simple past and past progressive tenses</li> <li>know how to pair quantifiers with the correct count/non-count noun</li> <li>have learned to how to properly use for and since</li> <li>build upon their extensive editing skills learned in 2B, preparing for upper level writing courses</li> <li>distinguish between the present progressive and future progressive</li> <li>distinguish between the present progressive and future progressive</li> <li>properly order adjectives to appropriately describe people and items in greater detail; write using modals of present, future, and past probability</li> <li>know the difference between stative and action verbs</li> <li>write in paragraph form using data presented in a reading passage</li> <li>understand when to use infinitives with verbs, infinitives vs. gerunds, and infinitives after adjectives and nouns; use quantifiers</li> <li>use indefinite &amp; definite articles or no article</li> <li>write using reflexive pronouns, pronouns with <i>other / another</i>, and indefinite pronouns</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet (pair work, group exercises/games, etc.); in-class &amp; at-home writing exercises; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Listening</b>	<ul style="list-style-type: none"> <li>recognize speech in all the tenses including with the use of time clauses</li> <li>recognize modal-like expressions of advice, regret, permission, necessity obligation and ability; recognize and understand quantifiers</li> <li>determine basic details regarding the plot of a story by listening to it</li> <li>recognize nouns, non-count nouns as count nouns, and modifying nouns</li> <li>recognize and understand statements containing level appropriate vocab</li> </ul>	<p>communicative exercises found in the unit-by-unit teaching tips packet; out-loud reading exercises; group work; grammar quizzes; skills-based midterm exam; skills-based final exam</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>speak and understand special meanings and uses of the simple present</li> <li>speak of ability and inability with information regarding why</li> <li>use the following phrases/words: used to, would, as soon as, before, until, while, will and be going to; properly use <i>for</i> and <i>since</i></li> <li>form complex sentences to speak of events in the future</li> <li>have learned to distinguish between the simple present and present progressive tenses; speak of quantity using various quantifiers</li> <li>properly order adjectives to appropriately describe people and items in greater detail</li> <li>form sentences that incorporate the following: gerunds as subjects and objects, gerunds after prepositions and fixed expressions, and gerunds after nouns + of</li> </ul>	<p>dictation practice; communicative exercises found in the unit-by-unit teaching tips packet; in-class reading exercises; group work; skills-based midterm exam; skills-based final exam</p>



**Class 3B**

Skill Area:

Students will be able to:

Assessment Tool(s):

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>distinguish between and use active and passive voice</li> <li>recognize &amp; understand <i>that</i> clauses after adjectives &amp; nouns</li> <li>recognize and understand the passive with <i>be going to</i> and modals</li> <li>answer comprehension questions after reading a passage</li> <li>understand the meaning of words using context clues</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet; in-class & at-home reading exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Writing</b>	<ul style="list-style-type: none"> <li>form negative questions and tag questions</li> <li>distinguish between and use active and passive voice</li> <li>connect information with prepositions and transitions</li> <li>write using noun clauses with <i>wh-</i> words, noun clauses with <i>if/whether</i>, and noun clauses in direct and indirect questions</li> <li>produce sentences incorporating <i>get</i> passives</li> <li>use direct speech, indirect speech, indirect speech without tense shift, and other reporting verbs; passive gerunds and infinitives</li> <li>connecting information with prepositions and prepositional phrases, and connecting information with transition words</li> <li>write <i>that</i> clauses after adjectives and nouns</li> <li>build upon their extensive writing and editing skills learned in 3A, becoming ready for upper level writing assignments</li> <li>form sentences using conditionals</li> <li>write complex sentences with the use of conjunctions</li> </ul>	communicative activities found in the unit-by-unit teaching tips packet; in-class group exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Listening</b>	<ul style="list-style-type: none"> <li>comprehend wishes about the present, future, and past.</li> <li>recognize direct speech, indirect speech, indirect speech without tense shift, and other reporting verbs</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet; reading out-loud exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Speaking</b>	<ul style="list-style-type: none"> <li>form noun clauses with question words</li> <li>form indirect questions, imperatives, requests and advice</li> <li>form sentences with conditionals</li> <li>connect information with prepositions and transitions</li> <li>form sentences with <i>that</i> clauses and ensure agreement between <i>that</i> clauses and main clauses</li> <li>speak using direct speech, indirect speech, indirect speech without tense shift, and other reporting verbs</li> </ul>	Final Exam; Various communicative exercises suggested on the unit-by-unit teaching tips packet (pair work, group exercises/games, etc.); skills-based midterm exam; skills-based final exam

**Class 4A**

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>● recognize &amp; understand sentence structure: simple &amp; compound sentences</li> <li>● further enhance their understanding of modals</li> <li>● recognize antecedents of various pronouns and determiners</li> <li>● continue working with Past Modals and Modal-like Expressions</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet; in-class & at-home reading exercises; dictation practice; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Writing</b>	<ul style="list-style-type: none"> <li>● recognize &amp; understand simple &amp; compound sentence structure</li> <li>● obtain more practice with conjunctions and proper punctuation</li> <li>● use transition words and phrases to make their writing flow better</li> <li>● common Phrases with Unless and If</li> <li>● write using –ing participle phrases that show cause and effect</li> <li>● write an essay with the theme of showing cause and effect</li> <li>● continue working with complex noun phrases, parallel structure, and common quantifiers</li> <li>● use adverb clauses of contrast and concession</li> <li>● be able to write sentences using comparatives with as...as</li> <li>● write a compare and contrast essay using the writing process taught: The Writing Process: Thesis Statements, Hooks, Paragraph Order, Paraphrasing, Topic Sentences, Supporting Details, Summarizing, Conclusions, Sentence Variety, Audience and Purpose</li> </ul>	communicative exercises found in the unit-by-unit teaching tips packet (pair work, group exercises/ games, etc.); in-class & at-home writing exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Listening</b>	<ul style="list-style-type: none"> <li>● understand common phrases with <i>Unless</i> and <i>If</i></li> <li>● recognize cause and effect phrases</li> <li>● listen for various plot details and how situations end</li> <li>● recognize and understand sentences containing comparative and superlative adjectives and adverbs</li> <li>● recognize and understand common expressions that show similarity</li> </ul>	various communicative classroom exercises; grammar quizzes; skills-based midterm exam; skills-based final exam
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● explain situations that show cause and effect</li> <li>● speak using present and future (real &amp; unreal) conditionals</li> <li>● speak on a prominent global problem and solutions for it</li> <li>● -ing participle phrases that show cause and effect</li> <li>● Comparatives with <i>As ... As</i></li> <li>● Speak sentences using common expressions that express similarity</li> </ul>	Various communicative exercises suggested on the unit-by-unit teaching tips packet (pair work, group exercises/games, etc.); skills-based midterm exam; skills-based final exam

### Contemporary America as Seen through the Media

Skill Area:

Students will be able to:

Assessment Tool(s):

<b>Reading</b>	<ul style="list-style-type: none"> <li>● read and comprehend a variety of articles concerning current events in American newspapers (Washington Post, New York Times, etc.)</li> <li>● Identify main ideas and details and use them to summarize information presented in articles.</li> <li>● use context clues to understand vocabulary that is defined or explained explicitly or implicitly in the text</li> </ul>	Midterm Exam Final Exam Participation during reading part of class
<b>Writing</b>	<ul style="list-style-type: none"> <li>● summarize the main ideas of the articles, speeches, radio programs, documentaries and films.</li> <li>● write a coherent essay concerning a controversial issue, first choosing a topic, collecting research, and writing a structured essay on the topic.</li> </ul>	Midterm Exam Final Exam An essay
<b>Listening</b>	<ul style="list-style-type: none"> <li>● listen to such radio programs as NPR's Diane Rehm Show about contemporary issues that are often quite controversial.</li> <li>● become familiar with the main ideas of the radio programs, speeches, documentaries, and films.</li> <li>● pick out, with the aid of notes, many of the supporting details of the radio programs &amp; guess meanings of words from context.</li> <li>● use context clues to understand vocabulary that is defined or explained explicitly or implicitly in speech</li> </ul>	Midterm Exam Final Exam Participation during listening part of class
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● discuss the content of articles read and programs heard and/or watched.</li> <li>● prepare and give a structured presentation about a controversial issue, including introductions, supporting evidence, and conclusions.</li> <li>● orally summarize information or arguments in presentations or class discussion</li> </ul>	Participation in class during discussion of issues Oral presentation on controversial issue





		discussions, assessed using the <i>Participation Rubric</i> .
	<ul style="list-style-type: none"> <li>Peer review classmates' presentations in practice sessions checking for acceptable grammar use, structure, and content.</li> </ul>	Participate in peer review sessions using a guiding worksheet to be given to their peers and the teacher for review.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Prepare and give oral presentations between 5 and 15 minutes long on content areas based on readings, questions and their choice of topic using visual aids and standard organizational structures including introductions, supporting evidence and conclusions.</li> <li>Prepare and give oral presentations using complex sentences using subordinating and coordinating conjunctions as well as common linking transitions such as <i>consequently</i>, <i>therefore</i>, and <i>as a result</i>.</li> <li>Present information to the class exhibiting proper body language, eye contact, intonation, pronunciation, and volume.</li> </ul>	Presentation assignments from Units 3,4,5, and the Final Project, assessed using the <i>Presentation Rubric</i> .
	<ul style="list-style-type: none"> <li>Rephrase and follow multi-step directions and explanations</li> </ul>	Demonstrate comprehension by actively participating in classroom activities with oral instructions.
	<ul style="list-style-type: none"> <li>Contribute to small group and class discussions on each unit's content area as well as those chosen by classmates as research topics by asking relevant questions and making appropriate comments.</li> </ul>	Share opinions about presentation topics and articles read for homework during class discussions, assessed using the <i>Participation Rubric</i> .

## TOEFL I

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>• build academic vocabulary for increased comprehension</li> <li>• recognize the twelve types of reading questions</li> <li>• respond accurately to twelve types of reading questions</li> <li>• determine optimal sequence for responding to reading questions</li> <li>• become familiar with format and general content of texts and excerpts</li> </ul>	Participation practice texts completed in and outside of class Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Writing</b>	<ul style="list-style-type: none"> <li>• improve their paraphrasing skills</li> <li>• utilize transition and signal words for essay cohesion</li> <li>• improve ability to write unified paragraphs</li> <li>• write thesis statements and supporting sentences for essays</li> <li>• delineate difference between main ideas, examples, and details</li> </ul>	Task 1 Essay Assignments Task 2 Essay Assignments Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Listening</b>	<ul style="list-style-type: none"> <li>• listen for content words</li> <li>• listen for and identify transitions and signal word phrases</li> <li>• discern difference between main ideas and details</li> <li>• develop note-taking skills through attentive listening</li> </ul>	Listening practice texts completed in and outside of class Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• improve speaking through forming coherent responses</li> <li>• practice with language for defending opinions</li> <li>• verbally describe varying experiences</li> <li>• explore formal versus informal language for academic responses</li> </ul>	Participation in class during discussion of academic subjects, communicative activities in class, paired speaking task practice with phone recorders Midterm Exam and Final Exam– TOEFL Practice Tests

**Comment [E1]:** the optimal sequence... Is this something that's consistent across the board for everyone or is it an optimal sequence for each individual student meaning it would be a different sequence for everyone individually?

**Comment [E2]:** What are content words? Is it okay to change it to Key vocabulary?

## TOEFL II

Skill Area:

Students will be able to:

Assessment Tool(s):

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Respond accurately to multiple types of reading questions</li> <li>• Develop integrated skills for reading and writing</li> <li>• Build advanced vocabulary for use in writing and reading</li> </ul>	Participation practice texts completed in and outside of class Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Writing</b>	<ul style="list-style-type: none"> <li>• improve their paraphrasing skills</li> <li>• Improve essay cohesion based on student experience and prepared material</li> <li>• Learn to avoid most common format, content and grammar errors</li> <li>• Successfully proofread for grammar and syntax errors</li> <li>• Practice complex sentence structures</li> </ul>	Task 1 Essay Assignments Task 2 Essay Assignments Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Summarize and analyze lectures given at a rapid pace</li> <li>• Develop integrated skills for listening and writing</li> <li>• Increased practice with five iBT exams in computer lab</li> </ul>	Listening practice texts completed in and outside of class Midterm Exam and Final Exam– TOEFL Practice Tests
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Increase focus on transition and signal phrases for coherence</li> <li>• Intense practice of spontaneous responses to typical iBT tasks</li> <li>• Construct outlines for response organization and accuracy</li> </ul>	Participation in class during discussion of academic subjects, communicative activities in class, paired speaking task practice with phone recorders Midterm Exam and Final Exam– TOEFL Practice Tests



## IELTS I

Skill Area:	Students will be able to:	Assessment Tool(s):
<b>Reading</b>	<ul style="list-style-type: none"> <li>• cultivate brainstorming, outlining and proofreading skills for short essays</li> <li>• write a structured essay of 150 words analyzing pictorial information</li> <li>• write a personal essay 250 words long</li> <li>• synthesize both complex and concrete information and abstract academic content, and build a multifaceted argument</li> <li>• produce accurate complex sentence structures, transitions, signal word phrases and demonstrate a high degree of grammatical accuracy</li> </ul>	Participation practice texts completed in and outside of class Midterm Exam and Final Exam– IELTS Practice Tests
<b>Writing</b>	<ul style="list-style-type: none"> <li>• deliver conversational responses regarding their personal experience with familiar topics including family, work, education, studies, hometown, weather and holidays for task 1</li> <li>• produce a short talk about a simple subject without questioning or prompting from the examiner for task 2</li> <li>• answer a broader range of questions on the task 2 topic, elaborating with explanations and examples for support for task 3</li> <li>• improve pronunciation and use conversational English, including connected speech, phrasal verbs and idioms</li> </ul>	Task 1 Essay Assignments Task 2 Essay Assignments Midterm Exam and Final Exam– IELTS Practice Tests
<b>Listening</b>	<ul style="list-style-type: none"> <li>• identify and answer multiple choice, matching, diagram labeling questions and complete form, note, table, flow-chart, sentence, short answer and summary completion tasks</li> <li>• learn and practice useful language and lexical features of relevant vocabulary</li> </ul>	Listening practice texts completed in and outside of class Midterm Exam and Final Exam– IELTS Practice Tests
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• analyze and respond to questions regarding visual representations of numerical data</li> <li>• identify and answer multiple choice, true/false, matching sentence completion, short answers, diagram and sentence completion questions</li> <li>• learn and practice useful language and lexical features of relevant vocabulary</li> </ul>	Participation in class during discussion of academic subjects, communicative activities in class, paired speaking task practice with phone recorders Midterm Exam and Final Exam– IELTS Practice Tests