

How to Use this Site

This site is a curriculum map. In general terms, a map is a plan of how to get from point a to point b. It outlines possible routes with stops along the way. In educational terminology, this project may be viewed as a *scope and sequence, or a course outline that* helps the teacher understand what can be taught, and the suggested order in which it could be taught and the intended outcomes.

The map is assembled as a **website** (Google Site) in order to be:

- Broadly accessible and free to access.
- A menu for the teacher to pick and choose among language items, classroom activities and experiential opportunities to plan lessons per the reality of the students' needs and the other circumstances.
- A living resource to which a variety of relevant materials can easily be added as suggested links, welcoming a broad base of contributions to the indexed links.
- Expandable over time as the actual class instructors (language and vocational) develop detailed lesson plans utilizing the suggested curriculum map. All of this additional work developed in conjunction with the curriculum's implementation can be linked as public or private content.

Site Components:

Home Page - An opening page that describes the general purpose of the project, introduces CASP as the sponsor, and invites contributions.

Table of Contents Page - Includes buttons to all of the major pages in the curriculum as well as to some other documents that are not pulled out as pages but rather, are accessible either through the *Table of Contents* button or in some cases through other embedded links in each unit.

Introduction Page - Describes the concept of a site as a map, and its intended use as a tool for teachers to use to help guide and support them in their creation of detailed lesson plans. Identifies the intended student level, and expands upon the holistically presented three learning focuses of the curriculum - language, vocational, culture.

Learning Objectives Page - Assembles the objectives of the nine units in one page, scrollable left to right, in order to view the range of objectives across the entire curriculum at once. Blue highlights help to identify vocationally relevant objectives.

Scope and Sequence Page - Assembles the scopes and sequences of all nine units in one chronological page, scrollable top to bottom, in order to view the scope and sequence of the entire curriculum at once.

Unit Pages, 1 - 9, (1 page each)

Each **unit page** includes:

Unit Scope and Sequence	Organized into three columns: <ol style="list-style-type: none"> Objectives of unit (SWBATs - 'Student will be able to...') Suggested language activities and tasks that may support those learning objectives Experiential activities in or beyond the classroom that may support those learning objectives <ul style="list-style-type: none"> Link to touring and visiting description Experiential activity suggestions, some linked to a developed mini-approach Link to classroom jobs
Clickable list of topics (*Not included for Unit 9)	Links to presentation, practice production sketches (PPP)
Expanded mini PPP Sketches (*Not included for Unit 9)	Examples of actual level appropriate language that may be presented, practiced and produced . Some grammar points and key vocabulary categories are identified.

Activities and Tasks Page - A menu of potential classroom activities, tasks and games for quick reference to adapt and repurpose across the curriculum per the teacher's choice.

External Resources Index Pages include:

- Index to externally published lesson plans on the web
 - Index to externally published language tasks and activities on the web
 - Index to externally published vocational resources on the web
- ★ *Note: All links to externally published materials produced by other authors are provided as a courtesy. The publicly available materials were found through web searches, and were compiled as a list of sites that the teacher may be interested in reviewing. Potential usage of any materials in those sites must adhere to the guidelines of the owners/authors of those sites/materials. It is the responsibility of the teacher to research and adhere to any usage guidelines.*