

**The Asian International School**  
**Unit Backward Design**  
**Speaking, Pre-Intermediate, 2018-2019**

**Unit 1: Decision Point**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The main objective of this unit is to acquire knowledge and characteristics of all aspects of a person’s identity, such as names, interest, heritage, tradition, customs and culture.            Students will learn the unit’s vocabulary terms and be able to use these terms appropriately when completing different tasks such as multimedia presentation, debate, class discussions etc.            Use an array of descriptors and adjectives to describe themselves and their sense of identity.            Overall, the unit emphasizes basic skills and concepts that enhance the students' ability to identify and learn more about why individuals and groups behave the way they do, as well as how to choose rationally among competing courses of action.</p>	
<p><b>Understanding(s):</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How to ask and answer questions while giving presentations, during debating and discussion sessions</li> <li>• How people interact or deal with their rivals</li> <li>• How decisions affect your identity</li> <li>• How their respective lives are similar or different when compared to the lives of other class-mates</li> <li>• How to discuss different viewpoints</li> <li>• How to solve decision problems or when a decision has been influenced by cognitive and emotional factors.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Who are you really? What makes you who you are? Is it your body? Is it your brain?</li> <li>• How do decisions affect your identity?</li> <li>• What types of things give an individual a sense of identity?</li> <li>• How does environment influence our behavior and sense of self?</li> <li>• How can you realize that ‘it’s time to make a big change in your life’?</li> <li>• How do you decide to let go of one thing and reach for another?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will learn ...</i></p> <ul style="list-style-type: none"> <li>• How to appropriately compare and contrast between two cultures</li> <li>• To apply suggested communicative strategies (plan, present, monitor, visualize, interact, interview, discuss and debate)</li> <li>• Essential vocabulary to the unit</li> <li>• Identity, interest, different point of views of people, custom, culture, tradition, and society</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the aspects that contribute to an individual’s identity.</li> <li>• To communicate clearly rational elements and empirical aspects that characterize decisions, either to an expert or to a non-expert audience.</li> <li>• To learn further strategies, theories and models</li> </ul>

<ul style="list-style-type: none"> <li>• How to apply these communicative methods in real-life situations.</li> </ul>	<p>of decision making</p> <ul style="list-style-type: none"> <li>• To learn how to improve knowledge</li> <li>• Analyze and explain important aspects of their own identity with the class.</li> <li>• Learn to explain different meanings of a word and utilize it appropriately.</li> </ul>
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**Stage 2 - Assessment Evidence**

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and multimedia presentation</li> <li>• Homework assignments</li> </ul> <p>In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs’/class presentations.</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication pattern among peers and with the teacher</li> <li>• Reactions</li> <li>• Respect to others and different opinions.</li> </ul> <p><b>Class Participation:</b></p> <p>First of all, active participation and involvement are critical to students' success in this course. Students are required to participate and, where possible, to improve learning in class for both themselves and peers. On this line, it is highly beneficial if the student read the paragraphs/chapters on which the lectures are based before coming to class. It will be positively assessed if the student comes to class prepared to that topic and tries to contribute actively to class discussion.</p>
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**Stage 3- Learning Plan**

<p><b>Learning Activities:</b></p> <p>In this course, students are involved in a variety of class activities to interpret literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p><b>1. Individual/pair/small group activity</b></p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden</p>
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meanings from the context.

## **2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

## **3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

### ***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

### ***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

### ***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

### ***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## **4. Recommendation.**

To do well in this course, students should be prepared to commit a considerable amount of time outside of class to reading the texts and doing problems for practice and for credit. In addition, teachers should take academic misconduct, especially cheating on tests and plagiarizing assignments, projects or presentations, extremely seriously.

Teachers should provide clear and specific guidance as to what does and does not constitute academic misconduct in advance of tests and other graded work.

**Unit 2: Stand or Fall**

**Stage 1 - Desired Results**

**Established Goal(s):**

The main objective of this unit is to develop critical thinking skills that involve analysis, evaluation, decision making and problem solving and develop skills in communicating information effectively in graphical/pictorial and verbal form. Overall, the unit emphasizes basic skills and concepts that enhance the students' ability to explore creative storytelling methods and develop appreciative attitudes, values, and ethical practices.

**Understanding(s):**

*Students will understand...*

- How to use fresh ideas to retell an old favorite
- How to view and respond to the images
- How to use details to tell about a problem.
- How to use more details to tell how a problem can be solved.
- How to analyze character traits
- How to take a vote and engage in conversation

**Essential Question(s):**

- What happens when people come face-to-face with a rival?
- What does it take to win against a rival? Do you need strength, wisdom, courage, luck or love?
- What are the ways to analyze the actions that reveal character traits of a person or community?

**Knowledge:**

*Students will learn ...*

- How to retell a fictional/non-fictional story.
- The concept of winning against a rival.
- To name situations in which rivals compete
- Academic and essential vocabulary to the unit
- How to conceptualize modern works of fiction
- How to introduce a topic and comment on it
- How to use words and gestures during a debate.
- How dialogue reveals character traits

**Skills:**

*Student will be able to...*

- Engage in conversation
- Analyze dialogue
- Role-play a conversation
- Use indefinite pronouns
- Retell a story
- Name specific situations in which rivals compete

**Stage 2 - Assessment Evidence**

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### Stage 3 - Learning Plan

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***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

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### Unit 3: Making A Difference

## Stage 1 - Desired Results

**Established Goal(s):**

The central goal of this unit is for students to analyze historical articles and read biographies that pertain to social issues and discuss about it. Through this unit, students should be exposed to things that have happened in the past. Students' goals are to describe an event and give as much details as possible through multi-media presentations and discussions.

**Understanding(s):**

*Students will understand...*

- When can one individual make a difference
- The appropriate ways to describe a past event
- How to create and present descriptions
- How to clarify the information and details that should be included while describing an event.

**Essential Question(s):**

- Choose an event from history or a past event in the news and describe it in your own words?
- What was the event like?
- Can you use one of your five senses to describe it?
- How did the event make people feel?
- What is the most effective way to solve a problem?

**Knowledge:**

*Students will learn ...*

- How to name an event
- How to give details and use descriptive words
- Essential vocabulary to the unit
- How to use sensory words to describe an event
- How to compare an event to something else
- How to describe a past event and tell what happened in their own words?
- Add evidence to convince their audience.

**Skills:**

*Student will be able to...*

- Form their own opinion
- Discuss social issues in a respectful way
- Discuss past and current issues
- Research and create a problem and solution chain/chart.
- Identify and present different types of prejudice that occur in their own communities.
- Deliver a problem-solution Presentation
- Make eye contact and speak clearly and loudly.
- Support their ideas with relevant, sufficient evidence and sound reasoning.

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## Unit 4: At Home in the World

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The focus of this unit is for students to clearly understand the meaning of the term, “home”. Is the term a physical location or a state of mind? Students should distinguish if the term home is represented as a geographical location, a physical construct, or rather an item or memory. Additionally, a secondary goal is for students to engage in creative thinking and presentation.</p>	
<p><b>Understanding(s):</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How can your location affect the way you live</li> <li>• How to clarify and verify</li> <li>• How to perform a poem</li> <li>• Jargon and specialized language</li> <li>• How to define and explain</li> <li>• How to choose the appropriate media for a presentation</li> <li>• How to make comparisons</li> <li>• How to make a class mind map</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do you think your location has affected your life?</li> <li>• In what place would you most like to be located? Why?</li> <li>• Choose a famous person. How do you think that person’s life would have been different in a different location?</li> <li>• Is your home a house or an apartment?</li> <li>• What if you could choose any place in the world or universe as your home? What place would you choose?</li> <li>• Define and explain a gadget or invention you use all the time. Tell why you feel is so important?</li> <li>• What media would support a presentation about what it’s like to live in space?</li> <li>• Have you or someone you know even moved to a new place? What makes a new place feel like home ?</li> </ul>
<p><b>Knowledge:</b> <i>Students will learn ...</i></p> <ul style="list-style-type: none"> <li>• How to make comparisons</li> <li>• How to follow rules</li> <li>• How to perform a poem</li> <li>• How to make a class mind map</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Compare good places to live/make comparisons.</li> <li>• Define and explain</li> <li>• Select the appropriate media for a presentation</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task(s):</b>	<b>Performance Task(s):</b>

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### Stage 3 - Learning Plan

**Learning Activities:**

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## Unit 5: Our Precious World

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The established goal for this unit is for student to be involved with and discuss about different topics that all emphasis the importance of the environment and environmental preservation. Students will learn the delicate balance of nature’s natural ecosystems and in turn, see how human behavior influences this balance. Students will achieve this goal throughout the unit by reading environmental reports and articles that explain the current state of the environment. Then, students will take part in different activities like discussion, debate, multimedia presentation that require them to brainstorm and implement ways that they can improve the environmental landscape of their own communities.</p>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• How humans affect the environment</li> <li>• What makes the environment so valuable</li> <li>• How to analyze an environmental report</li> <li>• How to compare and contrast different features of a text</li> <li>• How to describe animals and things</li> <li>• And learn about the best ways to save our environment.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What makes the environment so valuable?</li> <li>• How do humans affect the environment?</li> <li>• Discuss with a partner how it would affect some endangered animals if people built towns or cities on their habitats?</li> <li>• What is being done to protect wild animals and their habitats?</li> <li>• Tell a partner about a hike or trip that you have taken or would like to take.</li> </ul>
<p><b>Knowledge:</b> <i>Students will learn ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• That the environment is a delicate balance of various, natural cycles that work together</li> <li>• How their own actions have a direct, or indirect, effect on the environment</li> <li>• How to make a compare and contrast graphic organizer</li> <li>• How to write a set of instructions for their community</li> <li>• How to improve environmental preservation efforts in their own community</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Generate and analyze a set of clear instructions that are aimed at efforts to preserve the environment</li> <li>• Present their instructions in a clear, coherent way in order to persuade the classroom and teachers that their approach is the most effective</li> <li>• Describe an endangered animal</li> <li>• Create main point and elaboration chart</li> </ul>

- How to elaborate.

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## Unit 6: Conflict and Resolution

### Stage 1 - Desired Results

#### Established Goal(s):

This primary goal for this unit is to analyze, and conceptualize different personal narratives that deal with both personal and societal conflicts. A secondary goal for this unit is for students to participate in communicative activities, such as discussions, debating, negotiating, persuading, justifying opinions etc.

#### Understanding(s):

*Students will understand that...*

- People overcome conflict in different ways
- Distinguish between fact and opinion
- How to draw conclusions from main ideas, key details and specific examples.
- How to Identify the problem-solution relationship
- How to determine the credibility of the speaker by:
  - Identifying the speaker/ source
  - Identifying the intent/ purpose of the message (e.g., to instruct, to inform, to persuade)
  - Detecting the speaker's feelings and attitudes (e.g., elation, frustration, apprehension)
  - Assessing the speaker's authority on the topic (e.g., certification, qualifications, endorsements)
  - Identifying the speaker's interpretation of the topic.
  - Assessing the speaker's enthusiasm and passion for the topic
- Evaluate the relevance and soundness of arguments by:
  - Ascertaining the premise and claim that the speaker is making
  - Identifying the evidence for the claims

#### Essential Question(s):

- How should people overcome conflict?
- What you would and wouldn't write about in a diary?
- Choose any two out of the following statements and justify your thoughts in a group
  - There will always be conflicts in the world
  - Peace is possible in our lifetime
  - Peace is possible if we respect others' ideas.
  - A little conflict can be good because it leads to new ideas.
- What do you think causes conflicts?
- What is it like to live with conflict?
- Is conflict always bad? Explain.
- What does it take to resolve a conflict?



<ul style="list-style-type: none"> <li>○ Assessing the sufficiency of the evidence to justify the conclusion</li> <li>○ Assessing the validity/ logic (line of reasoning)</li> </ul>	
<p><b>Knowledge:</b> <i>Students will learn ...</i></p> <ul style="list-style-type: none"> <li>● Essential vocabulary to the unit</li> <li>● How people have coped with difficult situations and conflicts in both historical and contemporary situations.</li> <li>● How to make simple generalizations by: ° identifying the gist/ main idea and key details.</li> <li>● How to identify general patterns from more than one source</li> <li>● How to determine the psychological appeal of a message by: <ul style="list-style-type: none"> <li>○ Identifying the elements that appeal to the senses (e.g., color, action, sound effects)</li> <li>○ Recognizing the emotional responses triggered in self</li> <li>○ Identifying the choice of words used to influence emotions</li> <li>○ Deciding on a response (i.e., accept, reject, or wait)</li> <li>○ Assessing own response (i.e., a rational or emotional one)</li> </ul> </li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>● Make connections to real life and personal importance of a topic</li> <li>● Identify the sequence of events or idea</li> <li>● Compare and contrast information</li> <li>● Categories and classify details</li> <li>● Distinguish between cause and effect</li> <li>● Learn good ways to negotiate, persuade, justify their thoughts in a group</li> <li>● Make simple generalizations</li> <li>● Identify general patterns from more than one source</li> <li>● Determine the psychological appeal of a message</li> <li>● Evaluate the relevance and soundness of arguments</li> <li>● Determine the credibility of the speaker</li> <li>● Draw conclusions from main ideas, key details and specific examples.</li> <li>● Make a class mind map</li> </ul>

## Stage 2 - Assessment Evidence

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>● Comprehension (multiple choice, true/false, sentence completion, identifying topics and</li> </ul>	<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>● Comprehension (multiple choice, true/false, sentence completion, identifying topics and</li> </ul>
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<p>themes, etc.)</p> <ul style="list-style-type: none"> <li>• Discussion and presentation</li> <li>• Group project that involves research and multimedia presentation</li> <li>• Homework assignments</li> </ul> <p>In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs'/class presentations.</p>	<p>themes, etc.)</p> <ul style="list-style-type: none"> <li>• Discussion and presentation</li> <li>• Group project that involves research and multimedia presentation</li> <li>• Homework assignments</li> </ul> <p>In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs'/class presentations.</p>
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**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to compare literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Individual/pair/small group activity**

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

**2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

**3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:

***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

**4. Recommendation.**

To do well in this course, students should be prepared to commit a considerable amount of time outside of class to reading the texts and doing problems for practice and for credit. In addition, teachers should take academic misconduct, especially cheating on tests and plagiarizing assignments, projects or presentations, extremely seriously.

Teachers should provide clear and specific guidance as to what does and does not constitute academic misconduct in advance of tests and other graded work.

## Unit 7: Fair is Fair

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The primary goal of this unit is to discuss about past social actions and study examples of it. This will encourage students to express their opinions and participate in contemporary social activities; around the school, home, and in their respective communities.</p> <p>A secondary goal of this unit is to improve communicative skills and creativity by introducing the idea that young people have the ability to make positive changes in their communities.</p>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Historically, the types of things people did when society was unfair</li> <li>• That past actions have a causal effect on the future.</li> <li>• How to make positive changes in their communities.</li> <li>• That the best way to achieve change is to join a group of people who are working for that change.</li> <li>• Several ways young people can take action for change.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What should we do when life is unfair?</li> <li>• Are there any ways for students to make their voices heard? Explain with an example?</li> <li>• Describe a time when you spoke out against unfairness?</li> <li>• Explain one way you can get involved in your community?</li> <li>• What is it like to get involved in a campaign?</li> <li>• Can you think of something that has changed for the better in your community? Write and deliver a speech to explain how the change came about.</li> </ul>
<p><b>Knowledge:</b> <i>Students will learn ...</i></p> <ul style="list-style-type: none"> <li>• How to present a speech in a clear and interested delivery style</li> <li>• Review essential vocabulary</li> <li>• The meaning and related actions that make up social activities</li> <li>• The types of social activities that other students participate in foreign countries.</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Present a speech, model a clear, interested delivery style and contrast it with one that is not</li> <li>• Brainstorm examples of actions that can be taken to improve the community</li> <li>• Participate in actions that directly improve the community</li> <li>• Use cause-and-effect signal words.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course,</p>	<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student</p>

student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs’/class presentations.

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- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs’/class presentations.

### Stage 3 - Learning Plan

#### **Learning Activities:**

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

#### **1. Individual/pair/small group activity**

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

#### **2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

#### **3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:

#### ***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities,

such as discussion, presentation, role-play, and problem-solving.

***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

**4. Recommendation.**

To do well in this course, students should be prepared to commit a considerable amount of time outside of class to reading the texts and doing problems for practice and for credit. In addition, teachers should take academic misconduct, especially cheating on tests and plagiarizing assignments, projects or presentations, extremely seriously.

Teachers should provide clear and specific guidance as to what does and does not constitute academic misconduct in advance of tests and other graded work.

## Unit 8: Food for Thought

### Stage 1 - Desired Results

**Established Goal(s):**

This unit is aimed at developing analytical, persuasive and communicative skills that are necessary for successful negotiations and persuasions to convince someone of the same age group. The negotiation is described as a three-stage process which consists of preparation, negotiating, and post-negotiation implementation and evaluation. The students will be engaged in fun and learn activities, multimedia presentations, group discussions, debates and creative tasks.

Class Interviews, activities, debates and discussions will be focused on topics about food, specifically how food is globally distributed to different part of the world. Students will research about various articles related to global food market and after evaluating different kinds of arguments, students will be asked to form their own opinion and present their individual perspectives to their peers and teachers.

**Understanding(s):**

*Students will understand*

- What are pro and con arguments
- How different groups provide for their communities
- How to respectfully evaluate an argument
- Arguments need specific supports to strengthen it
- Interviews and questionnaires can be an example of comparative writing

**Essential Question(s):**

- Debate about the pros and cons of genetically modified food?
- How can we provide for our communities?
- How do I evaluate an argument?
- How do I form my own argument/perspective on an issue?
- How do I support my argument in order to strengthen my stance and convey my point of view?
- Is it a good idea for high school students to get an after-school job?

**Knowledge:**

*Students will learn ...*

- How to negotiate, listen respectfully to other ideas, calmly state their side.
- How to use different kinds of evidence to support both pro and con arguments.
- How to reach an agreement with others
- That when people negotiate, they often compromise or agree to a type of change.
- Review essential vocabulary to the unit

**Skills:**

*Student will be able to...*

- Differentiate between pro or con arguments and the evidence that supports them.
- Evaluate an argument and present their argument using appropriate support to strengthen their stance
- Create and participate in an interview/questionnaire
- Appropriately use facts, expert opinions, specialized language and personal background in their own arguments

<ul style="list-style-type: none"> <li>• How to evaluate/analyze argument and support</li> <li>• How to discuss and conduct an interview/questionnaire</li> <li>• How to form and support their own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Use calm and polite language while negotiating, persuading and debating.</li> <li>• Identify strengths and weaknesses in the negotiation</li> </ul>
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**Stage 2 - Assessment Evidence**

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and multimedia presentation</li> <li>• Homework assignments</li> </ul> <p>In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs’/class presentations.</p>	<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and multimedia presentation</li> <li>• Homework assignments</li> </ul> <p>In general, the final course grade will be determined assigning an equal weight to knowledge and understanding on one side, and to the application of such knowledge on the other. This is why, together with oral exams, all students are required to submit projects or participate in speaking clubs’/class presentations.</p>
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**Stage 3 - Learning Plan**

<p><b>Learning Activities:</b></p> <p>In this course, students are involved in a variety of class activities to research about unusual and exciting literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p><b>1. Individual/pair/small group activity</b></p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p>
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## **2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

## **3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

### ***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

### ***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

### ***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

### ***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## **4. Recommendation.**

To do well in this course, students should be prepared to commit a considerable amount of time outside of class to reading the texts and doing problems for practice and for credit. In addition, teachers should take academic misconduct, especially cheating on tests and plagiarizing assignments, projects or presentations, extremely seriously.

Teachers should provide clear and specific guidance as to what does and does not constitute academic misconduct in advance of tests and other graded work.

**The Asian International School**  
**Unit Backward Design**  
**Reading, Pre-Intermediate, 2018-2019**

**Unit 1: Decision Point**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The target of this unit is to reflect on one’s own individual identity by analyzing various stories that all relate to aspects of a person’s identity, such as names, heritage, tradition, and culture. Students will develop an understanding of the unit’s vocabulary terms and be able to use these terms appropriately when completing the different task. Use an array of descriptors and adjectives to describe themselves, their sense of identity, their favorite animal, etc.</p>	
<p><b>Understanding(s):</b>  <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• How decisions affect your identity</li> <li>• The components of the genre, Realistic Fiction</li> <li>• How to make predictions based on context</li> <li>• How their respective lives are similar or different when compared to the lives of the main characters in the two readings.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What types of things give an individual a sense of identity?</li> <li>• How does environment influence our behavior and sense of self?</li> <li>• Which reading strategy should be used given the context of a reading?</li> <li>• Why is this reading strategy appropriate given the situation?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• How to appropriately compare and contrast between two cultures</li> <li>• To apply suggested reading strategies (plan, monitor, visualize)</li> <li>• Essential vocabulary to the unit</li> <li>• Identity, culture, tradition, and society</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the aspects that contribute to an individual’s identity.</li> <li>• Use an array of reading strategies, when necessary, to better comprehend a reading.</li> <li>• Analyze and explain important aspects of their own identity with the class.</li> <li>• Understand vocabulary and utilize it correctly</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task(s):</b>	<b>Other Evidence:</b>

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

### Stage 3 – Learning Plan

**Learning Activities:**

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Individual/pair/small group activity**

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

**2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

**3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:

***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## Unit 4: At Home in the World

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The focus of this unit is for students to form an understanding of the term, “home”. Is the term a physical location or a state of mind? Students should distinguish if the term home is represented as a geographical location, a physical construct, or rather an item or memory; and compare/contrast this to Cristina’s, from <i>Indian Summer Night</i>, perception of home. Additionally, a secondary goal is for students to engage in creative thinking and presentation by brainstorming and creating a list of items from home that they would bring if asked to move to Mars, per the reading <i>So You’re Going to Mars</i>.</p>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• How a location affects the way you live</li> <li>• How to use context clues to find meaning in a text</li> <li>• Jargon is special words or expressions that are used by a particular profession or group and are difficult for others to understand.</li> <li>• How to make comparisons and distinctions between different places to live</li> <li>• How to compare structures of text (i.e. poetry to story)</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What does it mean to compare?</li> <li>• What is mean to contrast?</li> <li>• How if fiction organized?</li> <li>• How is non-fiction organized?</li> <li>• How to appropriately use context clues to help make meaning of new words?</li> <li>• What kinds of experiences do English language learners face in a new country?</li> <li>• What type of struggles do you have as an English language learner?</li> <li>• Why do people decide to relocate their homes?</li> <li>• What is living in space like?</li> <li>• Would you consider moving to space?</li> <li>• Will people ever live in space permanently?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Space and planetary terminology</li> <li>• The meaning of home and what aspects represent it</li> <li>• About the living conditions of space</li> <li>• Essential vocabulary to the unit</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use context clues to find meaning of new vocabulary</li> <li>• Generate and brainstorm a list of practical items to bring to space</li> <li>• Understand and react to a narrative of an English language learner and compare/contrast experiences</li> <li>• Present ideas through sharing meaningful home artifacts</li> </ul>

## Stage 2 - Assessment Evidence

### Performance Task(s):

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

### Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

## Stage 3 – Learning Plan

### Learning Activities:

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

#### 1. Individual/pair/small group activity

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

#### 2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

#### 3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

#### **Applying**

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

**Analyzing**

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

**Evaluating**

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

**Creating**

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

### Unit 3: Making A Difference

## Stage 1 - Desired Results

**Established Goal(s):**

The central goal of this unit is for students to analyze historical articles and read biographies that pertain to social issues that affected African-Americans in the United States of America. Through this unit, students should be exposed to different social movements and the historical actors that paved the way for these movements. Students' goals are to fully understand the aspects of a biography, as well as, the key factors and harsh treatments that empowered the Civil Rights Movements.

<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• When can one individual make a difference</li> <li>• The variety of social and economic factors that paved the way for the Civil Rights Movements</li> <li>• The different parts of a biography</li> <li>• How historical actors, like Dr. Martin Luther King Jr., used words and not violence to empower an entire movement</li> <li>• The ill treatment of the black minority during this period of American history</li> <li>• How to structure text into chronological order</li> <li>• How to structure text by problem and solution</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What exactly is a social movement?</li> <li>• What type of social movements have occurred in history?</li> <li>• What types of societal behaviors caused the Civil Rights Movement?</li> <li>• Who is Dr. Martin Luther King, Jr.?</li> <li>• What type of things did he do for the Civil Rights Movement?</li> <li>• What is a biography?</li> <li>• How is a biography different than an autobiography?</li> <li>• What is the most effective way to read a text that is structured chronologically?</li> <li>• What is the most effect way to read a text that is structured with a problem and a solution?</li> </ul>
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<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• How to read and write a biography</li> <li>• How to read a text with that utilizes a chronological order structure.</li> <li>• Present, past, future tense verbs</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Form their own opinion on different social</li> <li>• Discuss social issues in a respectful way</li> <li>• issues from the past and present</li> <li>• Research and create a biography</li> <li>• Analyze a text structured chronologically</li> <li>• Analyze a text structured with a problem and a solution.</li> <li>• Identify different types of prejudice that occur in their own communities .</li> </ul>
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## Stage 2 - Assessment Evidence

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course,</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and</p>
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student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

### Stage 3 – Learning Plan

#### **Learning Activities:**

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

#### **1. Individual/pair/small group activity**

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

#### **2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

#### **3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

#### ***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

#### ***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

#### ***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## Unit 7: Fair is Fair

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>The primary goal for this unit is for students to read and study examples of past social actions and to encourage students to participate in contemporary social activism; around the school, home, and in their respective communities. A secondary goal of this unit is to for students to analyze cause and effect in a variety of historical text in order to see how different, past social actions have had direct influences on the future.</p>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Historically, the types of things people did when society was unfair</li> <li>• How to compare text structures such: chronological, sequential, and cause and effect.</li> <li>• That past actions have a causational effect on the future.</li> <li>• What a Constitution is and how to create one</li> <li>• How historical actors play a part in changing history</li> <li>• How to identify main ideas and supporting details.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What should we do when life is unfair?</li> <li>• What is chronological structure?</li> <li>• What is sequential structure?</li> <li>• What is cause and effect structure?</li> <li>• What is a Constitution?</li> <li>• Why did the Founding Fathers feel the need to create a Constitution?</li> <li>• What is justice?</li> <li>• What are the different types of government?</li> <li>• What is social activism?</li> <li>• How can I participate in social activism in my own community/school?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• The meaning and related actions that make up social activism</li> <li>• How to create a constitution</li> <li>• The reason as to why the United States created a constitution</li> <li>• The types of social activism that other students participate in, per <i>Kids Take Action</i></li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Brainstorm examples of actions that can be taken to improve the community</li> <li>• Participate in actions that directly improve the community</li> <li>• Analyze a text to identify its structure</li> <li>• Create a list of rules like a Constitution using contemporary information</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task(s):</b>	<b>Other Evidence:</b>

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

### Stage 3 – Learning Plan

**Learning Activities:**

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Individual/pair/small group activity**

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**2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

**3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:

***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## Unit 6: Conflict and Resolution

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>This primary goal for this unit is to read, analyze, and conceptualize different personal narratives that deal with both personal and societal conflicts. When reading these personal narratives, it is important that students try to identify the author’s purpose in writing the narratives, as each narrative has its own, unique message. A secondary goal for this unit is for students to participate in character development activities, such as creating and performing a skit.</p>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People overcome conflict in different ways</li> <li>• That each author has a unique purpose that they are trying to exemplify through their narratives.</li> <li>• The meaning and appropriate use of a simile, metaphor, personification, and idioms in the context of reading.</li> <li>• How to conceptualize a narrative with comparative viewpoints</li> <li>• How to evaluate a historical fiction piece</li> <li>• Characters continually develop through a story/narrative.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How should people overcome conflict?</li> <li>• How do you determine an author’s purpose?</li> <li>• What are comparative viewpoints?</li> <li>• How do you evaluate historical fiction?</li> <li>• What is a simile?</li> <li>• What is a metaphor?</li> <li>• What is an idiom?</li> <li>• What is personification?</li> <li>• What is shades of meaning?</li> <li>• What does appropriate word choice mean?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• How people have coped with difficult situations and conflicts in both historical and contemporary situations.</li> <li>• How to create a character development chart</li> <li>• How to create and perform a skit based on a reading</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Determine an author’s purpose behind the written piece.</li> <li>• Create and perform a skit</li> <li>• Map out how a character develops throughout a narrative</li> <li>• Use literary devices correctly such as a simile, metaphor, idiom, and personification</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course,</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and</p>

student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

### Stage 3 – Learning Plan

#### **Learning Activities:**

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

#### **1. Individual/pair/small group activity**

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#### **2. Discussion and presentation:**

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

#### **3. Critical Thinking Activities**

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

##### ***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

##### ***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

##### ***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.



**Unit 5: Our Precious World**

**Stage 1 - Desired Results**

**Established Goal(s):**

The established goal for this unit is for student to be involved with different text that all emphasis the importance of the environment and environmental preservation. Students will learn the delicate balance of nature’s natural ecosystems and in turn, see how human behavior influences this balance. Students will achieve this goal throughout the unit by firstly reading environmental reports and articles that explain the current state of the environment. Then, students will take part in different activities that require them to brainstorm and implement ways that they can improve the environmental landscape of their own communities; utilizing the conceptualized resources as a guide.

*Understanding(s):*

*Students will understand ...*

- What makes the environment so valuable
- How to analyze an environmental report
- How to analyze a fact sheet
- How to read and write a set of instructions to the community
- How to compare and contrast different features of a text
- What a text feature is and how it is used in literary pieces and reports

**Essential Question(s):**

- What makes the environment so valuable?
- How do the actions of humans influence the balance of nature?
- What are text features?
- How do text features show organization and information?
- How to use context clues to find the multiple-meaning of words?
- What is the difference between captive and wild tigers?
- What actions attribute to the decline of Siberian tigers in the wild?

**Knowledge:**

*Students will know ...*

- Essential vocabulary to the unit
- That the environment is a delicate balance of various, natural cycles that work together
- How their own actions have a direct, or indirect, effect on the environment
- How to make a compare and contrast graphic organizer
- How to write a set of instructions for their community
- How to improve environmental preservation efforts in their own community

**Skills:**

*Student will be able to...*

- Use text features when reading to find organization and information
- Use context clues to find the multiple-meaning of words
- Generate and analyze a set of clear instructions that are aimed at efforts to preserve the environment
- Present their instructions in a clear, coherent way in order to persuade the classroom and teachers that their approach is the most effective

## Stage 2 - Assessment Evidence

### Performance Task(s):

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and multimedia presentation
- Homework assignments

### Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

## Stage 3 – Learning Plan

### Learning Activities:

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

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#### 2. Discussion and presentation:

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#### 3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

#### **Applying**

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

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**Evaluating**

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

**Creating**

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## Unit 2: Stand or Fall

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>Reading works of fiction and fairy tales is the central goal of this unit. Students will read different types of fiction and try to identify the various elements of fiction. The primary elements covered in this unit are plot, character, and setting. In addition, a secondary goal is for students to gain an understanding of the literary elements of synonyms, antonyms, and cognates, as they are presented throughout the readings. The last established goal for this unit is for students to form a mastery of the literary elements and be able to apply them independently when creating their own narratives.</p>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• In narratives, the story is based on the main character coming face-to-face with a rival.</li> <li>• A science article relates to cause and effect</li> <li>• Modern fairy tales are a work of fiction</li> <li>• Fairy tales are written to teach its readers a lesson or a moral</li> <li>• Readings utilize different forms of literary devices</li> <li>• All fiction has a plot, character, and a setting</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What happens when people come face-to-face with a rival?</li> <li>• What is fiction?</li> <li>• Is a fairy tale an example of fiction?</li> <li>• How is fiction different from non-fiction?</li> <li>• What are the elements of fiction: plot, character, and setting?</li> <li>• What is a synonym?</li> <li>• What is an antonym?</li> <li>• What is a cognate?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• How to read a science article</li> <li>• How to conceptualize modern works of fiction</li> <li>• What aspects makes up a fairy tale</li> <li>• The elements of fiction: plot, character, and setting</li> <li>• What a synonym is and how to apply it</li> <li>• What an antonym is and how to apply it</li> <li>• What a cognate is and how to apply it</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify and utilize the different elements of fiction when creating their own narrative</li> <li>• Use synonyms, antonyms, and cognates appropriately when creating their own narratives</li> <li>• Use context clues to find the moral or lesson behind each work of fiction</li> <li>• Illustrate their narrative in a way that shows character development, plot, and setting</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task(s):</b>	<b>Other Evidence:</b>

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
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- Homework assignments

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

### Stage 3 – Learning Plan

**Learning Activities:**

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**2. Discussion and presentation:**

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**3. Critical Thinking Activities**

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***Applying***

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***Analyzing***

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

## Unit 8: Food for Thought

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>Reading articles and interviews about food, specifically how food is globally distributed to different part of the world, is the primary goal of this unit. Students will read various articles and will be asked to evaluate each author’s argument and supports that pertain to the global food market. After evaluating other authors’ arguments, students will be asked to form their own opinion and present their individual perspectives to the classroom.</p>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• How different groups provide for their communities</li> <li>• How to respectfully evaluate an argument</li> <li>• In persuasive articles, technical vocabulary, jargon, and specialized language is used</li> <li>• Arguments need specific supports to strengthen it</li> <li>• Interviews and questionnaires can be an example of comparative writing</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can we provide for our communities?</li> <li>• How do I evaluate an argument?</li> <li>• What is technical vocabulary?</li> <li>• What does jargon mean?</li> <li>• What is specialized language?</li> <li>• How do I form my own argument/perspective on an issue?</li> <li>• How do I support my argument in order to strengthen my stance and convey my point of view?</li> <li>• What is an interview/questionnaire?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Essential vocabulary to the unit</li> <li>• How to evaluate an argument</li> <li>• How to use context clues to find out the meaning behind technical vocabulary, jargon, and specialized language, apparent in persuasive pieces</li> <li>• How to read and conduct an interview/questionnaire</li> <li>• How to form and support their own opinions</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify the author’s stance on an issue</li> <li>• Evaluate an argument</li> <li>• Create an argument based on the reading</li> <li>• Present their argument using appropriate support to strengthen their stance</li> <li>• Create and participate in an interview/questionnaire</li> <li>• Appropriately use technical vocabulary, jargon, and specialized language in their own arguments</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task(s):</b>	<b>Other Evidence:</b>

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
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- Motivation
- Engagement
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### Stage 3 – Learning Plan

**Learning Activities:**

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**3. Critical Thinking Activities**

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***Applying***

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

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***Evaluating***

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***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.