

The Asian International School
Backward Design Based Unit Map
Listening & Speaking, TOEFL Beginner, 2018-2019

Personal Experience/Campus Life

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Describe a personal experience or expressing a personal preference
- Organize ideas
- Express a clear topic statement and the supporting points
- Speak clearly and accurately with knowledge of grammar, vocabulary, and pronunciation
- Understand the overall topic or basic idea of a lecture or a conversation
- Understand the speaker’s general purpose of giving a lecture or have a conversation
- Infer the speaker’s purpose or main idea when it is not directly stated
- Understand why the speaker mentions a certain example or a piece of information
- Recognize how a particular statement connects to the whole passage
- Realize the speaker’s intention or purpose in an aside
- Recognize a change in topic

Understanding(s):

Students will understand that...

- They were taught a variety of skills by their parents.
- Difficult experience can be valuable learning experiences.
- They need some technical devices during the course taking.
- They can prepare for the exam in a practical way
- They can participate in various conversations going on at school.

Essential Question(s):

- What is a useful skill your mother or father taught you? Describe the skill and how you were taught this skill.
- How did you spend your free time in junior high school? Do you think this was a useful or positive way to spend your free time? Talk about specific things you did and why you chose to do this.
- Difficult experiences can be valuable learning experiences. What was a difficult experience you went through? What did you learn from this experience?

	<ul style="list-style-type: none"> • What are some technical devices you need to take courses? How can you get them? • Can you tell me one of the courses you're taking this semester? • What should you do to prepare for your exam? You have some old exams from last year. Do you think it's a good way to study? • If you get bored, what do you do on campus? • How can you find information on the internet to write your paper? • How was your vacation?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Describing a personal experience or expressing a personal preference • Organizing ideas • Expressing a clear topic statement and the supporting points • Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation • The overall topic or basic idea of a lecture or a conversation • The speaker's general purpose of giving a lecture or have a conversation • Inferring the speaker's purpose or main idea when it is not directly stated • Why the speaker mentions a certain example or a piece of information • How a particular statement connects to the whole passage • The speaker's intention or purpose in an aside • A change in topic 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe a personal experience or expressing a personal preference • Organize ideas • Express a clear topic statement and the supporting points • Speak clearly and accurately with knowledge of grammar, vocabulary, and pronunciation • Understand the overall topic or basic idea of a lecture or a conversation • Understand the speaker's general purpose of giving a lecture or have a conversation • Infer the speaker's purpose or main idea when it is not directly stated • Understand why the speaker mentions a certain example or a piece of information • Recognize how a particular statement connects to the whole passage • Realize the speaker's intention or purpose in an aside • Recognize a change in topic

Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Debate (long version and short version)
 - Impromptu Speaking
 - Discussion
 - Computer lab activity
- Project assignments
 - Group projects that involve research and presentation

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 skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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. Class Debate (adapted from a website)

1.1 Long version

Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren't participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you've assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they'd like to discuss.

Assign each group a side and give students time to prepare their arguments. Each side should be aware from the very beginning that you'll require an introductory argument (5 minutes), rebuttal (2 minutes), second rebuttal (2 minutes) and conclusion (2 minutes). Each student will be required to manage one of these arguments: for

groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are the given; encourage all students to take notes during the introductions. After the introductions, give groups 2 minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

Give each student a piece of paper with “agree” written on one side and “Disagree” on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out “stop.” As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Sept. 2018): Personal Preference/Campus Life

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Understand the overall topic or basic idea of a lecture or a conversation
- Understand the speaker's general purpose of giving a lecture or have a conversation
- Infer the speaker's purpose or main idea when it is not directly stated
- Understand why the speaker mentions a certain example or a piece of information
- Recognize how a particular statement connects to the whole passage
- Realize the speaker's intention or purpose in an aside
- Recognize a change in topic

Understanding(s):

Students will understand that...

- There are activities helpful for students.
- The local government wishes to improve the quality of transportation.
- Television watching has had a good or bad effect on society.
- They need some technical devices for course taking.
- They can prepare for the exam in a practical way.
- They can participate in a variety of conversations on campus.

Essential Question(s):

- Sometimes, students have to write papers. Sometimes, they have to give oral presentations. Which activity do you think is more helpful for students? Why? Include details and examples in your explanation.
- The local government wishes to improve the quality of transportation. Do you think they should increase the number of buses in your town or build a subway? Give reasons and details for your answer.
- People all over the world spend time watching television. In some countries, watching television has replaced more active pastimes such as sports or visiting with friends. Discuss

	<p>whether television watching has had a good or bad effect on society. Provide clear examples to support your opinion.</p> <ul style="list-style-type: none"> • What are some technical devices you need to take courses? How can you get them? • Can you tell me one of the courses you're taking this semester? • What should you do to prepare for your exam? You have some old exams from last year. Do you think it's a good way to study? • If you get bored, what do you do on campus? • How can you find information on the internet to write your paper? • How was your vacation?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The key information in listening passages • Taking notes of important information and use this information in your spoken response • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • The overall topic or basic idea of a lecture or a conversation • The speaker's general purpose of giving a lecture or have a conversation • Inferring the speaker's purpose or main idea when it is not directly stated • Why the speaker mentions a certain example or a piece of information • How a particular statement connects to the whole passage • The speaker's intention or purpose in an aside 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the key information in listening passages • Take notes of important information and use this information in your spoken response • Paraphrase information • Express an opinion or preference • Support an opinion with reasons or examples • Understand the overall topic or basic idea of a lecture or a conversation • Understand the speaker's general purpose of giving a lecture or have a conversation • Infer the speaker's purpose or main idea when it is not directly stated • Understand why the speaker mentions a certain example or a piece of information • Recognize how a particular statement connects to the whole passage • Realize the speaker's intention or purpose in an

<ul style="list-style-type: none"> • A change in topic 	<p>aside</p> <ul style="list-style-type: none"> • Recognize a change in topic
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Debate (long version and short version) ○ Impromptu Speaking ○ Discussion ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group projects that involve research and presentation 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
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Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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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1.1 Long version

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First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren’t participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you’ve assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one

they'd like to discuss.

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When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are the given; encourage all students to take notes during the introductions. After the introductions, give groups 2 minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

Give each student a piece of paper with "agree" written on one side and "Disagree" on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out "stop." As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day's lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Oct. 2018): Anthropology/Literature/Music/Art

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand information in reading and listening passages
- Take notes of important information and use this information in your spoken response
- Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information
- Recognize a speaker’s purpose and attitude
- Paraphrase information
- Take notes of major points and important details of a lecture or conversation
- Listen for signal expressions that identify details
- Identify a statement that is not mentioned

Understanding(s):

Students will understand that...

- The type of hunt done by the Sam people is persistence.
- The loom made weaving faster and easier.
- The three types of plays are comedy, tragedy, and tragicomedy.
- Mark Twain couldn’t get room on the sleeping coach and looked similar to General McClellan.
- The “Golden Age” Batman of the 1940s was very clever.
- Beethoven never had a wife and wrote the Fifth Symphony.
- A ballad is a song that tells a story: Usually, the story in a ballad is one that began with oral tradition. Parents passed it down to their children from generation to generation.

Essential Question(s):

- What type of hunt is done by the San people?
- Why did the Pueblos start weaving with a loom?
- What are the three types of plays?
- What do you know about Mark Twain?
- What can be inferred about the “Golden Age” Batman of the 1940s?
- What do you know about Beethoven?
- What is a ballad?

<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information in reading and listening passages • Taking notes of important information and use this information in their spoken response • Synthesizing the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • A speaker’s purpose and attitude • Paraphrasing information • Taking notes of major points and important details of a lecture or conversation • Listening for signal expressions that identify details • Identifying a statement that is not mentioned 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information in reading and listening passages • Take notes of important information and use this information in your spoken response • Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • Recognize a speaker’s purpose and attitude • Paraphrase information • Taking notes of major points and important details of a lecture or conversation • Listen for signal expressions that identify details • Identify a statement that is not mentioned
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Stage 3 - Learning Plan

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1.2 Short version

Give each student a piece of paper with "agree" written on one side and "Disagree" on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

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the teacher calls out “stop.” As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

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4. Computer Lab Activity (Blended Learning Activity)

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5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Nov. 2018): Biology/Physics/Astronomy/Earth Science

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand information in reading and listening passages • Take notes of important information and use this information in your spoken response • Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • Recognize a speaker’s purpose and attitude • Paraphrase information • Take notes of major points and important details of a lecture or conversation • Listen for signal expressions that identify details • Identify a statement that is not mentioned 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Many animals hibernate during the cold months of the year. • The sky looks different in colors because the sun’s rays scatter, or spread out, as they enter the Earth’s atmosphere. • If the Earth slowed down to one rotation every 365 days, every place on the planet would have either daylight or darkness all year long. • The equator is the imaginary circle around the middle of the Earth that divides the planet into the northern hemisphere and southern hemisphere. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is happening to animals we don’t see in the winter • Why does the sky look different in colors? • The Earth spins as it rotates around the sun. What would happen if the Earth stopped spinning so fast? • What is the equator?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information in reading and listening passages • Taking notes of important information and use this information in their spoken response • Synthesizing the information given in the reading and listening, using the points in the 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information in reading and listening passages • Take notes of important information and use this information in your spoken response • Synthesize the information given in the reading

<p>listening to highlight principles or differences in the information</p> <ul style="list-style-type: none"> • A speaker’s purpose and attitude • Paraphrasing information • Taking notes of major points and important details of a lecture or conversation • Listening for signal expressions that identify details • Identifying a statement that is not mentioned 	<p>and listening, using the points in the listening to highlight principles or differences in the information</p> <ul style="list-style-type: none"> • Recognize a speaker’s purpose and attitude • Paraphrase information • Taking notes of major points and important details of a lecture or conversation • Listen for signal expressions that identify details • Identify a statement that is not mentioned
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Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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>1. Class Debate (adapted from a website)</p> <p>1.1 Long version</p>

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3. Discussion

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5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Dec. 2018): Geography/Ecology

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Understand what the speaker is trying to achieve throughout a whole lecture or conversation
- Understand the speaker’s reason for saying a certain sentence or phrase
- Use the context to figure out the real meaning of a sentence or phrase
- Recognize the tone of voice or intonation and the sentence stress that the speaker uses to show his or her intended meaning
- Understand the speaker’s general feeling about what is discussed
- Recognize words or phrases that indicate the speaker’s feeling or opinion
- Recognize the tone of voice, intonation ,and the sentence stress that the speaker uses to show his or her feeling or opinion
- Use context to figure out the speaker’s attitude that is not directly stated

Understanding(s):

Students will understand that...

- No people live in Antarctica because it’s the coldest, windiest place on Earth, and its only human occupants are scientists.
- The three things that are happening when oil spills are spreading, evaporation, and emulsification.

Essential Question(s):

- Why do no people live in Antarctica?
- When oil spills into the sea, what are the three things that are happening?

Knowledge:*Students will know...*

- The key information in listening passages
- Taking notes of important information and use this information in your spoken response
- Paraphrasing information
- Expressing an opinion or preference
- Supporting an opinion with reasons or examples
- What the speaker is trying to achieve throughout a whole lecture or conversation
- The speaker's reason for saying a certain sentence or phrase
- Using the context to figure out the real meaning of a sentence or phrase
- The tone of voice or intonation and the sentence stress that the speaker uses to show his or her intended meaning
- The speaker's general feeling about what is discussed
- Words or phrases that indicate the speaker's feeling or opinion
- The tone of voice, intonation ,and the sentence stress that the speaker uses to show his or her feeling or opinion
- Using context to figure out the speaker's attitude that is not directly stated

Skills:*Students will be able to...*

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Understand what the speaker is trying to achieve throughout a whole lecture or conversation
- Understand the speaker's reason for saying a certain sentence or phrase
- Use the context to figure out the real meaning of a sentence or phrase
- Recognize the tone of voice or intonation and the sentence stress that the speaker uses to show his or her intended meaning
- Understand the speaker's general feeling about what is discussed
- Recognize words or phrases that indicate the speaker's feeling or opinion
- Recognize the tone of voice, intonation ,and the sentence stress that the speaker uses to show his or her feeling or opinion
- Use context to figure out the speaker's attitude that is not directly stated

Stage 2 - Assessment Evidence**Performance Task(s):**

To assess student progress made in this course,

Other Evidence:

student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Debate (long version and short version)
 - Impromptu Speaking
 - Discussion
 - Computer lab activity
- Project assignments
 - Group projects that involve research and presentation

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

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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. Class Debate (adapted from a website)

1.1 Long version

Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren’t participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you’ve assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they’d like to discuss.

Assign each group a side and give students time to prepare their arguments. Each side should be aware from the very beginning that you’ll require an introductory argument (5 minutes), rebuttal (2 minutes), second rebuttal (2 minutes) and conclusion (2 minutes). Each student will be required to manage one of these arguments: for groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are the given; encourage all students to take notes during the introductions. After the

introductions, give groups 2 minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

Give each student a piece of paper with “agree” written on one side and “Disagree” on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out “stop.” As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Understand relationships between different pieces of information
- Identify key category words in the text
- Understand characteristics of each category
- Compare characteristics of each category
- Put information into the right category
- Determine whether a certain point is discussed in relation to the category

Understanding(s):

Students will understand that...

- Computer chips are based on something called Boolean logic, a type of thinking developed in the mid-1800s by George Boole, which maps information into bits and bytes.
- People can make mistakes when saying something (for example, it's easy to say something like, "I love chocolate." What we really mean is, "I like it a lot.")
- They can use index cards, small pieces of heavy paper, on the front of which they write the new word and on the back of which they write a definition of the word at the top followed by an example sentence on the left and a related picture on the right of the bottom.
- Albert Einstein is considered the greatest

Essential Question(s):

- How can computers think so fast?
- Do people mean what they meant when speaking?
- What is a good technique to remember English words?
- Who is Albert Einstein?

<p>scientist of the twentieth century from Germany.</p>	
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The key information in listening passages • Taking notes of important information and use this information in your spoken response • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • Relationships between different pieces of information • Key category words in the text and the characteristics of each category • Comparing characteristics of each category • Putting information into the right category • Determining whether a certain point is discussed in relation to the category 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the key information in listening passages • Take notes of important information and use this information in your spoken response • Paraphrase information • Express an opinion or preference • Support an opinion with reasons or examples • Understand relationships between different pieces of information • Identify key category words in the text • Understand characteristics of each category • Compare characteristics of each category • Put information into the right category • Determine whether a certain point is discussed in relation to the category
<p>Stage 2 - Assessment Evidence</p>	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Debate (long version and short version) ○ Impromptu Speaking ○ Discussion 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions

- Computer lab activity
- Project assignments
 - Group projects that involve research and presentation

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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. Class Debate (adapted from a website)

1.1 Long version

Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren't participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you've assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they'd like to discuss.

Assign each group a side and give students time to prepare their arguments. Each side should be aware from the very beginning that you'll require an introductory argument (5 minutes), rebuttal (2 minutes), second rebuttal (2 minutes) and conclusion (2 minutes). Each student will be required to manage one of these arguments: for groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are the given; encourage all students to take notes during the introductions. After the introductions, give groups 2 minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

Give each student a piece of paper with "agree" written on one side and "Disagree" on the other side. Read

aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out "stop." As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day's lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Feb. 2019): Health/Physical Education

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand information in reading and listening passages
- Take notes of important information and use this information in your spoken response
- Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information
- Recognize a speaker’s purpose and attitude
- Paraphrase information
- Guess the implied meaning of a sentence or phrase
- Make a generalization from what is said
- Draw a conclusion based on the main points
- Understand the relationship between a sentence or phrase and the overall topic
- Recognize the intonation or stress that indicates what the speaker implies
- Infer what is likely to happen from what the speaker says
- Draw a conclusion based on the main idea and what the speaker says

Understanding(s):

Students will understand that...

- Acupuncture is a way of treating sick people the Chinese developed over 2,500 years ago, and it is still used today.
- Walking does us a lot of good: It cleans the bold, tones up muscles, and strengthens bones; it even helps people lose weight.

Essential Question(s):

- What is acupuncture?
- What does walking do us?

<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information in reading and listening passages • Taking notes of important information and use this information in your spoken response • Synthesizing the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • A speaker’s purpose and attitude • Paraphrasing information • Guessing the implied meaning of a sentence or phrase • Making a generalization from what is said • Drawing a conclusion based on the main points • The relationship between a sentence or phrase and the overall topic • The intonation or stress that indicates what the speaker implies • Inferring what is likely to happen from what the speaker says • Drawing a conclusion based on the main idea and what the speaker says 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information in reading and listening passages • Take notes of important information and use this information in your spoken response • Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • Recognize a speaker’s purpose and attitude • Paraphrase information • Guess the implied meaning of a sentence or phrase • Make a generalization from what is said • Draw a conclusion based on the main points • Understand the relationship between a sentence or phrase and the overall topic • Recognize the intonation or stress that indicates what the speaker implies • Infer what is likely to happen from what the speaker says • Draw a conclusion based on the main idea and what the speaker says
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be</p>	<p>Other Evidence:</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"> • Motivation
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given 30% of student grades.

- Class activities
 - Debate (long version and short version)
 - Impromptu Speaking
 - Discussion
 - Computer lab activity
- Project assignments
 - Group projects that involve research and presentation

- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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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1.1 Long version

Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren't participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you've assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they'd like to discuss.

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Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
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1.2 Short version

Give each student a piece of paper with “agree” written on one side and “Disagree” on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out “stop.” As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

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5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Recognize the organization of information
- Recognize the sequence of information
- Recognize main steps of a process
- Summarize a process with the main steps
- Determine whether a sentence indicates a step of a process

Understanding(s):

Students will understand that...

- Product placement is like an ad that's not an ad, and it's an advertisement in disguise.
- Taking a census means getting information about every member of a population living somewhere.
- The best strategy for studying is that the first time you read a passage, you don't highlight, and in the next reading, you can start highlighting.
- Geometry is the study of points, small dots like periods at the end of sentences.

Essential Question(s):

- What is product placement?
- What does taking a census mean?
- What is the best strategy for studying?
- What is geometry?

<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The key information in listening passages • Taking notes of important information and use this information in your spoken response • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • The organization of information • The sequence of information • Main steps of a process • Summarizing a process with the main steps • Determining whether a sentence indicates a step of a process 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the key information in listening passages • Take notes of important information and use this information in your spoken response • Paraphrase information • Express an opinion or preference • Support an opinion with reasons or examples • Recognize the organization of information • Recognize the sequence of information • Recognize main steps of a process • Summarize a process with the main steps • Determine whether a sentence indicates a step of a process
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Debate (long version and short version) ○ Impromptu Speaking ○ Discussion ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group projects that involve research and presentation 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
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Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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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Things to watch out for:

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- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

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2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number,

and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out “stop.” As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

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5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (Apr. 2019): Personal Experience/Personal Preference/Campus Life

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand the key information in listening passages
- Take notes of important information and use this information in your spoken response
- Paraphrase information
- Express an opinion or preference
- Support an opinion with reasons or examples
- Understand the overall topic or basic idea of a lecture or a conversation
- Understand the speaker’s general purpose of giving a lecture or have a conversation
- Infer the speaker’s purpose or main idea when it is not directly stated
- Understand why the speaker mentions a certain example or a piece of information
- Recognize how a particular statement connects to the whole passage
- Realize the speaker’s intention or purpose in an aside-a remark unrelated to the main subject of a conversation
- Recognize a change in topic

Understanding(s):

Students will understand that...

- They were taught a variety of skills by their parents.
- Difficult experience can be valuable learning experiences.
- They need some technical devices during the course taking.
- There are activities helpful for students.
- The local government wishes to improve the quality of transportation.
- Television watching has had a good or bad effect on society.
- They need some technical devices for course taking.
- They can prepare for the exam in a practical way.
- They can participate in a variety of conversations on campus.

Essential Question(s):

- What is a useful skill your mother or father taught you? Describe the skill and how you were taught this skill.
- How did you spend your free time in junior high school? Do you think this was a useful or positive way to spend your free time? Talk about specific things you did and why you chose to do this.
- Difficult experiences can be valuable learning experiences. What was a difficult experience you went through? What did you learn from this experience?
- Sometimes, students have to write papers. Sometimes, they have to give oral presentations. Which activity do you think is more helpful for students? Why? Include details and examples in your explanation.
- The local government wishes to improve the

	<p>quality of transportation. Do you think they should increase the number of buses in your town or build a subway? Give reasons and details for your answer.</p> <ul style="list-style-type: none"> • People all over the world spend time watching television. In some countries, watching television has replaced more active pastimes such as sports or visiting with friends. Discuss whether television watching has had a good or bad effect on society. Provide clear examples to support your opinion. • What are some technical devices you need to take courses? How can you get them? • Can you tell me one of the courses you're taking this semester? • What should you do to prepare for your exam? You have some old exams from last year. Do you think it's a good way to study? • If you get bored, what do you do on campus? • How can you find information on the internet to write your paper? • How was your vacation?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The key information in listening passages • Taking notes of important information and use this information in your spoken response • Paraphrasing information • Expressing an opinion or preference • Supporting an opinion with reasons or examples • The overall topic or basic idea of a lecture or a conversation • The speaker's general purpose of giving a lecture or have a conversation • The speaker's purpose or main idea when it is not directly stated • Why the speaker mentions a certain example or a piece of information • How a particular statement connects to the 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the key information in listening passages • Take notes of important information and use this information in your spoken response • Paraphrase information • Express an opinion or preference • Support an opinion with reasons or examples • Understand the overall topic or basic idea of a lecture or a conversation • Understand the speaker's general purpose of giving a lecture or have a conversation • Infer the speaker's purpose or main idea when it is not directly stated • Understand why the speaker mentions a certain example or a piece of information • Recognize how a particular statement connects

<p>whole passage</p> <ul style="list-style-type: none"> • The speaker’s intention or purpose in an aside-a remark unrelated to the main subject of a conversation • A change in topic 	<p>to the whole passage</p> <ul style="list-style-type: none"> • Realize the speaker’s intention or purpose in an aside-a remark unrelated to the main subject of a conversation • Recognize a change in topic
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Debate (long version and short version) ○ Impromptu Speaking ○ Discussion ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group projects that involve research and presentation 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
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Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to improve their English skills of listening and speaking in the form of debate, 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>1. Class Debate (adapted from a website)</p> <p>1.1 Long version</p> <p>Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.</p> <p>First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren’t participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you’ve assigned. A great way to do this is to choose a current</p>

event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they'd like to discuss.

Assign each group a side and give students time to prepare their arguments. Each side should be aware from the very beginning that you'll require an introductory argument (5 minutes), rebuttal (2 minutes), second rebuttal (2 minutes) and conclusion (2 minutes). Each student will be required to manage one of these arguments: for groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are the given; encourage all students to take notes during the introductions. After the introductions, give groups 2 minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional 2 minutes for a second rebuttal. Students are given 2 minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to watch out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

1.2 Short version

Give each student a piece of paper with "agree" written on one side and "Disagree" on the other side. Read aloud a controversial statement, and have each student hold up his/her paper stating whether they agree or disagree. Choose one student from each side to explain his/her position and participate in a short debate.

2. Impromptu Speaking

Split the class into two teams, and use a list of impromptu speaking topics. Have each student choose a number, and respond to the statement without preparation. The student must continue speaking for 45 seconds when the teacher calls out "stop." As the student is speaking, the other team listens for any hesitation, grammatical mistakes or vocabulary mistakes. If the other team can correctly identify an error, they get a point.

3. Discussion

Students in pairs or in small groups will discuss an academic 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.

4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day's lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

Listening & Speaking (May 2019): Ecology/Geography/Literature/History

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Understand information in reading and listening passages
- Take notes of important information and use this information in your spoken response

- Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information

- Recognize a speaker’s purpose and attitude

- Paraphrase information
- Take notes of major points and important details of a lecture or conversation

- Listen for signal expressions that identify details

- Eliminate incorrect answer choices

- Identify a statement that is not mentioned

Understanding(s):

Students will understand that...

- Ecology is the study of the relationships between an organism and its environment.
- The Republic of South Africa is one of the largest countries in Africa, which is actually home to over 44 million people.
- Emily Dickinson was an important American poet, who was born in 1830 and died in 1886.
- Pirates are people who steal from others, who usually steal while at sea.

Essential Question(s):

- What is ecology?
- What do you know about the Republic of South Africa?
- Who is Emily Dickinson?
- Who are pirates?

Knowledge:

Students will know...

- Information in reading and listening passages
- Taking notes of important information and use this information in your spoken response

Skills:

Students will be able to...

- Understand information in reading and listening passages
- Take notes of important information and use this information in your spoken response

<ul style="list-style-type: none"> • Synthesizing the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • A speaker’s purpose and attitude • Paraphrasing information • Taking notes of major points and important details of a lecture or conversation • Listening for signal expressions that identify details • A statement that is not mentioned 	<ul style="list-style-type: none"> • Synthesize the information given in the reading and listening, using the points in the listening to highlight principles or differences in the information • Recognize a speaker’s purpose and attitude • Paraphrase information • Taking notes of major points and important details of a lecture or conversation • Listen for signal expressions that identify details • Identify a statement that is not mentioned
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Debate (long version and short version) ○ Impromptu Speaking ○ Discussion ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group projects that involve research and presentation 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
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Stage 3 - Learning Plan

Learning Activities:
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1. Class Debate (adapted from a website)

1.1 Long version

Class debates are an ideal way to get your students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of four or five students. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who aren't participating in the debate judge the results for their classmates. For the debate, give students an interesting topic and be sure to give them enough materials to be able to address the issue you've assigned. A great way to do this is to choose a current event issue and give your students access to recent English-language newspapers, either online or in paper form. You can also give students a choice of three fascinating, topical debate topics and have them vote for which one they'd like to discuss.

Assign each group a side and give students time to prepare their arguments. Each side should be aware from the very beginning that you'll require an introductory argument (5 minutes), rebuttal (2 minutes), second rebuttal (2 minutes) and conclusion (2 minutes). Each student will be required to manage one of these arguments: for groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

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4. Computer Lab Activity (Blended Learning Activity)

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day's lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Projects

Students will work on projects during the coursework. Details will be announced in the class meeting.

The Asian International School
Backward Design Based Unit Map
Reading, TOEFL Beginner, 2018-2019

Reading (Aug. 2018): Cities/Countries/Sports

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend important information and facts that are stated in a passage • Locate a specific piece of information in the passage quickly • Use examples and descriptions to find information • Understand the distinction between main ideas and supporting details • Use transitional expressions to locate details such as examples, time, reasons, or results • Recognize incorrect information as well as information not mentioned in the text • Identify paraphrases that do or do not correctly summarize information from the text 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 30 percent of Australians don't live in cities near the coast. • Baseball games consist of nine innings. • Players in soccer should kick the ball into the open space in front of a teammate. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How many Australians don't live in cities near the coast? • How many innings do baseball games consist of? • What should players in soccer do when faced by an opponent?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Important information and facts that are stated in a passage • Locating a specific piece of information in the passage quickly • Using examples and descriptions to find information • The distinction between main ideas and supporting details • Using transitional expressions to locate details such as examples, time, reasons, or results • Incorrect information as well as information not mentioned in the text • Paraphrases that do or do not correctly summarize information from the text 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Comprehend important information and facts that are stated in a passage • Locate a specific piece of information in the passage quickly • Use examples and descriptions to find information • Understand the distinction between main ideas and supporting details • Use transitional expressions to locate details such as examples, time, reasons, or results • Recognize incorrect information as well as information not mentioned in the text • Identify paraphrases that do or do not correctly summarize information from the text

Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Literary analysis: Setting, theme, point of view, plot, etc. ○ Character analysis (particularly protagonist and antagonist) ○ Structure analysis for nonfiction ○ Compare and contrast: culture, values, etc. ○ Writing short answers ○ Discussion and presentation • Project assignments <ul style="list-style-type: none"> ○ These will be implemented at teachers’ discretion (e.g., extended reading outside the texts and write a reflective essay). 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>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.</p> <p>1. Computer Lab Activity</p> <p>This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activities will vary with the topics from the texts. In this activity, the following will be completed through the Internet: they work in the Internet and submit their projects or assignments electronically. Details of student work expected on a specific day will be delivered by a teacher in charge.</p> <p>2. Individual/Pair/Small Group Activity</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. Further, students are involved in the following class activities:

- Literary analysis: Setting, point of view, theme and plot (exposition, rising action, climax, falling action and resolution)
- Character analysis: In particular analysis on protagonist and antagonist
- Conflicts among characters
- Literary techniques
- Structure analysis for nonfiction

3. Discussion and Presentation

Students in pairs 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.

4. Research Paper

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. 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.

Reading (Sept. 2018): Science/Geology

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of the highlighted sentence correctly • Use the context to understand the highlighted sentence clearly • Identify a paraphrase that most accurately restates the key information in the original sentence • Recognize different sentence structures that keep the meaning of the original sentence • Recognize different vocabulary words that keep the meaning of the original sentence 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Relative humidity is the changing humidity: when air warms or cools, the amount of water in it changes. • Geology is the study of the Earth: it is a young branch of science; it is only about 200 years old. • Geology helps us today in many different ways; for example, we depend on the Earth for our minerals and fuel. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is relative humidity? • What is geology? • How does geology help us?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The meaning of the highlighted sentence correctly • Using the context to understand the highlighted sentence clearly • A paraphrase that most accurately restates the key information in the original sentence • Different sentence structures that keep the meaning of the original sentence • Different vocabulary words that keep the meaning of the original sentence 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the meaning of the highlighted sentence correctly • Use the context to understand the highlighted sentence clearly • Identify a paraphrase that most accurately restates the key information in the original sentence • Recognize different sentence structures that keep the meaning of the original sentence • Recognize different vocabulary words that keep the meaning of the original sentence
Stage 2 - Assessment Evidence	
<p>Performance Task(s): To assess student progress made in this course,</p>	<p>Other Evidence:</p>

student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Literary analysis: Setting, theme, point of view, plot, etc.
 - Character analysis (particularly protagonist and antagonist)
 - Structure analysis for nonfiction
 - Compare and contrast: culture, values, etc.
 - Writing short answers
 - Discussion and presentation
- Project assignments
 - These will be implemented at teachers’ discretion (e.g., extended reading outside the texts and write a reflective essay).

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

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for 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. Computer Lab Activity

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2. 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. Further, students are involved in the following class activities:

- Literary analysis: Setting, point of view, theme and plot (exposition, rising action, climax, falling action and resolution)
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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.

Reading (Oct. 2018): Music/Arts

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify logical connections within a passage • Produce a passage that is ordered and consistent • Recognize transitional words that show the connections among sentences • Use pronouns to figure out the order of ideas and sentences 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The classical period of music lasted for three decades. • A guitar has strings that make sounds when you pluck them. • Pottery is made from clay. • First Nations people made beautiful pottery. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How long did the classical period of music last? • How does a guitar make sounds? • What is pottery made from? • What group of people made beautiful pottery?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Logical connections within a passage • Producing a passage that is ordered and consistent • Transitional words that show the connections among sentences • Using pronouns to figure out the order of ideas and sentences 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify logical connections within a passage • Produce a passage that is ordered and consistent • Recognize transitional words that show the connections among sentences • Use pronouns to figure out the order of ideas and sentences
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<p>of view, plot, etc.</p> <ul style="list-style-type: none"> ○ Character analysis (particularly protagonist and antagonist) ○ Structure analysis for nonfiction ○ Compare and contrast: culture, values, etc. ○ Writing short answers ○ Discussion and presentation ○ Acting <ul style="list-style-type: none"> ● Project assignments <ul style="list-style-type: none"> ○ These will be implemented at teachers' discretion (e.g., extended reading outside the texts and write a reflective essay). 	<ul style="list-style-type: none"> ● Reactions ● Respect for others and different opinions
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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.

Reading (Nov. 2018): Geography/Technology

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of a word as it is used in the passage • Use context clues (synonyms, antonyms, examples) to figure out the meaning of a word • Apply knowledge of word parts (roots, prefixes, suffixes, etc.) to help understand the meaning • Apply knowledge of grammar clues such as the verb “be” (for giving definitions), conjunctions, and punctuation marks (dash, colon, parentheses, etc.) to help understand connections and context • Recognize a noun that is being referred to by a pronoun or other reference word (This noun is known as the “referent.”) • Understand the different kinds of pronouns and reference words 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The areas at the top and bottom of the world are called poles; the North Pole is named the Arctic, and the South Pole is named Antarctica. • Territories are areas of land that depend on nations for economic support. • After the radio was invented, people began thinking of a way to transmit pictures, as well as sound, through the air, which resulted in the development of the television. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What are the two polar regions in the world? • What are territories? • Why was the television developed?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Understanding the meaning of a word as it is used in the passage • Using context clues (synonyms, antonyms, examples) to figure out the meaning of a word • Applying knowledge of word parts (roots, prefixes, suffixes, etc.) to help understand the meaning • Applying knowledge of grammar clues such as the verb “be” (for giving definitions), conjunctions, and punctuation marks (dash, colon, parentheses, etc.) to help understand connections and context • A noun that is being referred to by a pronoun or other reference word (This noun is known 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the meaning of a word as it is used in the passage • Use context clues (synonyms, antonyms, examples) to figure out the meaning of a word • Apply knowledge of word parts (roots, prefixes, suffixes, etc.) to help understand the meaning • Apply knowledge of grammar clues such as the verb “be” (for giving definitions), conjunctions, and punctuation marks (dash, colon, parentheses, etc.) to help understand connections and context • Recognize a noun that is being referred to by a pronoun or other reference word (This noun is known as the “referent.”)

<p>as the “referent.”)</p> <ul style="list-style-type: none"> • The different kinds of pronouns and reference words 	<ul style="list-style-type: none"> • Understand the different kinds of pronouns and reference words
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Stage 2 - Assessment Evidence

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Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>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.</p> <p>1. Computer Lab Activity</p> <p>This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activities will vary with the topics from the texts. In this activity, the following will be completed through the Internet: they work in the Internet and submit their projects or assignments electronically. Details of student work expected on</p>
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a specific day will be delivered by a teacher in charge.

2. 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. Further, students are involved in the following class activities:

- Literary analysis: Setting, point of view, theme and plot (exposition, rising action, climax, falling action and resolution)
- Character analysis: In particular analysis on protagonist and antagonist
- Conflicts among characters
- Literary techniques
- Structure analysis for nonfiction

3. Discussion and Presentation

Students in pairs 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.

4. Research Paper

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. 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.

Reading (Dec. 2018): Literature

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Perceive ideas that are suggested but not directly stated within the text • Draw conclusions based on the information given within a statement or section of the text • Understand the role of a certain statement in the passage • Infer the author’s intention for mentioning certain information • Relate specific information to the main ideas to understand the purpose of the information 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A book about the life of a real person is called a biography. • The three ways that literature helps us understand the world are (1) by learning about people, (2) by learning about history, and (3) by learning about language. • Fiction is the writing of a story or text that is not true. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is biography? • What are the three ways that literature helps us understand the world? • What is fiction?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Perceiving ideas that are suggested but not directly stated within the text • Drawing conclusions based on the information given within a statement or section of the text • The role of a certain statement in the passage • The author’s intention for mentioning certain information • Relating specific information to the main ideas to understand the purpose of the information 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Perceive ideas that are suggested but not directly stated within the text • Draw conclusions based on the information given within a statement or section of the text • Understand the role of a certain statement in the passage • Infer the author’s intention for mentioning certain information • Relate specific information to the main ideas to understand the purpose of the information
Stage 2 - Assessment Evidence	
<p>Performance Task(s): To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics,</p>	<p>Other Evidence: The following will also be observed, recorded, and considered for the final grade of students in each</p>

and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Literary analysis: Setting, theme, point of view, plot, etc.
 - Character analysis (particularly protagonist and antagonist)
 - Structure analysis for nonfiction
 - Compare and contrast: culture, values, etc.
 - Writing short answers
 - Discussion and presentation
- Project assignments
 - These will be implemented at teachers' discretion (e.g., extended reading outside the texts and write a reflective essay).

lesson activity

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for 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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- Literary techniques

- Structure analysis for nonfiction

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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.

Reading (Jan. 2019): Language Skills/Natural Phenomena

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Perceive ideas that are suggested but not directly stated within the text • Draw conclusions based on the information given within a statement or section of the text • Understand the role of a certain statement in the passage • Infer the author’s intention for mentioning certain information • Relate specific information to the main ideas to understand the purpose of the information 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A good way to increase your vocabulary is to break long English words into smaller parts; these parts are called roots, prefixes, and suffixes. • Rain comes from clouds, which are made of tiny water droplets or ice crystals. • There are three basic types of clouds: cumulus clouds, stratus clouds, and cirrus clouds. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is a good way to increase your vocabulary? • What makes it rain? • How many types of clouds?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Perceiving ideas that are suggested but not directly stated within the text • Drawing conclusions based on the information given within a statement or section of the text • The role of a certain statement in the passage • The author’s intention for mentioning certain information • Relating specific information to the main ideas to understand the purpose of the information 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Perceive ideas that are suggested but not directly stated within the text • Draw conclusions based on the information given within a statement or section of the text • Understand the role of a certain statement in the passage • Infer the author’s intention for mentioning certain information • Relate specific information to the main ideas to understand the purpose of the information
Stage 2 - Assessment Evidence	
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lesson activity

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

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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.

Reading (Feb. 2019): Food

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- Recognize the organization and purpose of a passage
- Recognize the relationship between main ideas and detail points
- Recognize the difference between key points and details
- Omit insignificant details from the summary chart
- Identify which sentences are proper paraphrases of the text
- Recognize the overall organization to quickly find the major points of the passage
- Distinguish between major and minor points of the passage
- Place concepts within a certain category

Understanding(s):

Students will understand that...

- People learned to make cheese in order to have milk-based food all year.
- Many people think that Vitamin C can cure a common cold, but this is fiction; people say that Vitamin D should be used carefully, and this is fact.

Essential Question(s):

- What did people learn to make in order to have milk-based food all year?
- What are some facts and fictions about vitamins?

Knowledge:

Students will know...

- The organization and purpose of a passage
- The relationship between main ideas and detail points
- The difference between key points and details
- Omitting insignificant details from the summary chart
- Which sentences are proper paraphrases of the text
- The overall organization to quickly find the major points of the passage
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Skills:

Students will be able to...

- Recognize the organization and purpose of a passage
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Stage 2 - Assessment Evidence

Performance Task(s):

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- Class activities
 - Literary analysis: Setting, theme, point of view, plot, etc.
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 - Writing short answers
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- Project assignments
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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 skills
- Reactions
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Stage 3 - Learning Plan

Learning Activities:

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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.

Reading (Mar. 2019): Travel/Transportation/History

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Recognize the organization and purpose of a passage • Recognize the relationship between main ideas and detail points • Recognize the difference between key points and details • Omit insignificant details from the summary chart • Identify which sentences are proper paraphrases of the text • Recognize the overall organization to quickly find the major points of the passage • Distinguish between major and minor points of the passage • Place concepts within a certain category 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A fist aid bag with treatment for cuts should always be prepared and taken. • In most cases, historic changes happen when talent meets chance. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is one important thing to take with you when taking a trip in the woods? • In most cases, when do historic changes happen?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The organization and purpose of a passage • The relationship between main ideas and detail points • The difference between key points and details • Omitting insignificant details from the summary chart • Which sentences are proper paraphrases of the text • The overall organization to quickly find the major points of the passage • Distinguishing between major and minor points of the passage • Placing concepts within a certain category 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Recognize the organization and purpose of a passage • Recognize the relationship between main ideas and detail points • Recognize the difference between key points and details • Omit insignificant details from the summary chart • Identify which sentences are proper paraphrases of the text • Recognize the overall organization to quickly find the major points of the passage • Distinguish between major and minor points of the passage • Place concepts within a certain category
Stage 2 - Assessment Evidence	

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Literary analysis: Setting, theme, point of view, plot, etc. ○ Character analysis (particularly protagonist and antagonist) ○ Structure analysis for nonfiction ○ Compare and contrast: culture, values, etc. ○ Writing short answers ○ Discussion and presentation • Project assignments <ul style="list-style-type: none"> ○ These will be implemented at teachers’ discretion (e.g., extended reading outside the texts and write a reflective essay). 	<p>Other Evidence:</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"> • Motivation • Engagement • Collaboration • Communication skills • Reactions • Respect for others and different opinions
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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.

Reading (Apr. 2019): Natural Phenomena/Business

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend important information and facts that are stated in a passage • Locate a specific piece of information in the passage quickly • Use examples and descriptions to find information • Understand the distinction between main ideas and supporting details • Use transitional expressions to locate details such as examples, time, reasons, or results • Recognize incorrect information as well as information not mentioned in the text • Identify paraphrases that do or do not correctly summarize information from the text 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The climate does not change in spite of the powerful weather events, such as storms, floods, and dry periods. • Probably the greatest advantage is the opportunity to be responsible for one’s own success. • One of five basic rules for writing business letters is that you must always be polite. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does the climate change in an area? • What is the greatest advantage when considering opening a small business? • What is one of five basic rules for writing business letters?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Important information and facts that are stated in a passage • Locating a specific piece of information in the passage quickly • Using examples and descriptions to find information • The distinction between main ideas and supporting details • Using transitional expressions to locate details such as examples, time, reasons, or results • Incorrect information as well as information not mentioned in the text • Paraphrases that do or do not correctly summarize information from the text 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Comprehend important information and facts that are stated in a passage • Locate a specific piece of information in the passage quickly • Use examples and descriptions to find information • Understand the distinction between main ideas and supporting details • Use transitional expressions to locate details such as examples, time, reasons, or results • Recognize incorrect information as well as information not mentioned in the text • Identify paraphrases that do or do not correctly summarize information from the text

Stage 2 - Assessment Evidence

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Other Evidence:

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

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- Engagement
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- Communication skills
- Reactions
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Reading (May 2019): Language Skills/Technology

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of the highlighted sentence correctly • Use the context to understand the highlighted sentence clearly • Identify a paraphrase that most accurately restates the key information in the original sentence • Recognize different sentence structures that keep the meaning of the original sentence • Recognize different vocabulary words that keep the meaning of the original sentence 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The first step in determining your reading speed is counting the number of words on a page. • The modern definition of a computer is storing, manipulating, and analyzing many kinds of information. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is the first step in determining your reading speed? • What is the modern definition of a computer?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The meaning of the highlighted sentence correctly • Using the context to understand the highlighted sentence clearly • A paraphrase that most accurately restates the key information in the original sentence • Different sentence structures that keep the meaning of the original sentence • Different vocabulary words that keep the meaning of the original sentence 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the meaning of the highlighted sentence correctly • Use the context to understand the highlighted sentence clearly • Identify a paraphrase that most accurately restates the key information in the original sentence • Recognize different sentence structures that keep the meaning of the original sentence • Recognize different vocabulary words that keep the meaning of the original sentence
Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p>

assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Literary analysis: Setting, theme, point of view, plot, etc.
 - Character analysis (particularly protagonist and antagonist)
 - Structure analysis for nonfiction
 - Compare and contrast: culture, values, etc.
 - Writing short answers
 - Discussion and presentation
- Project assignments
 - These will be implemented at teachers' discretion (e.g., extended reading outside the texts and write a reflective essay).

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for 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. Computer Lab Activity

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activities will vary with the topics from the texts. In this activity, the following will be completed through the Internet: they work in the Internet and submit their projects or assignments electronically. Details of student work expected on a specific day will be delivered by a teacher in charge.

2. 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. Further, students are involved in the following class activities:

- Literary analysis: Setting, point of view, theme and plot (exposition, rising action, climax, falling action and resolution)
- Character analysis: In particular analysis on protagonist and antagonist
- Conflicts among characters
- Literary techniques
- Structure analysis for nonfiction

3. Discussion and Presentation

Students in pairs 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.

4. Research Paper

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. 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.

**The Asian International School
Backward Design Based Unit Map
Writing, TOEFL Beginner, 2018-2019**

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from your notes in your writing • Synthesize the information taken from both the reading and listening passages 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are general format, in-text citations, footnotes and endnotes, and reference list in the guides of APA format and style. • Some politicians in parliament and most universities support banning head scarves but Muslim women and some professors don't support banning head scarves. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What are in the APA formatting and style guide? • Is it necessary to ban head scarves in class?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Information from both reading and listening passages • Taking notes on the reading and listening passages • Using information from their notes in their writing • Synthesizing the information taken from both the reading and listening passages 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from your notes in your writing • Synthesize the information taken from both the reading and listening passages
Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p>

assignments will be given 10% and the rest will be given 30% of student grades.

- Class activities
 - Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity
 - Writing consequences
 - Improving paragraph writing
 - Computer lab activity
- Project assignments
 - Group/individual projects that involve research and report writing

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their writing skills of English language. 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. Writing Various Texts

1.1 Writing Arguments (adapter from grammar.yourdictionary.com)

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will

have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

Writing Assignment Idea

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.

- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

2. Writing Consequences (adapted from [BBC Teaching English](#))

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

4. Computer Lab Activity

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Research Paper

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.