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

Listening & Speaking (Aug. 2018): Education/Linguistics/Cultural Studies/Archaeology

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):	**Essential Question(s):**
Students will understand that…	
• According to Dr. Raskind, success means having strong family ties, having supportive friends, being loved, being physically and mentally healthy, having financial security, and having a feeling of meaning in his/her life.	• How do experts define success in children with learning disabilities? • What is speech community? • What is yin and yang in traditional Chinese philosophy? • How are ruins made?

• Speech community describes a particular group of people who share certain characteristics and whose members all agree to use language in a unique way. • Yin and yang should be considered as complementary opposite forces like land and ocean, which do not compete with each other. • As a result of the weather or lack of maintenance, a structure becomes weak over time, and then parts of the structure might fall down, or plants many grow over it.	
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	**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

his or her feeling or opinion • Using context to figure out the speaker's attitude that is not directly stated	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, 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): Biology/Chemistry/Astronomy/Physics

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
- 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):	Essential Question(s):
Students will understand that… - The two diseases common to wild roses are rose rust and rose black spot. - The particles in a gas are well separated far apart and have no real pattern. - We don't know exactly and scientists have used different methods to calculate the sun's age. - If the Earth stopped going around, everything on the planet would fly away into the atmosphere, and basically, nothing that we care about would be left on the planet.	- What are two diseases common to wild roses? - How do particles in gases behave? - How old is the sun? - What would happen if the Earth stopped going around?

Knowledge:	Skills:
Students will know…	*Students will be able to…*
• 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 • Relationships between different pieces of information • Key category words in the text and 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	• 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 • 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

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:
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◦ Impromptu Speaking	
◦ Discussion	
◦ Computer lab activity	
• Project assignments	
◦ Group projects that involve research and presentation	

Stage 3 - Learning Plan

Learning Activities:
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1.1 Long version
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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.

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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
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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3. Discussion
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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.

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
- 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…

- Corn is used as food for animals: cows are usually fed corn for four months before they are slaughtered.
- All water contains a certain amount of salt: some water has little salt content like rainwater, and other water has a lot of salt content, like the water in the ocean.
- There are five Great Lakes: Huron, Ontario, Michigan, Erie, and Superior.

Essential Question(s):

- Instead of corn being a popular food, how is it used as feed?
- How much salt does water contain?
- How many lakes are there in the Great Lakes of North America?

Knowledge:	Skills:
Students will know…	*Students will be able to…*
- 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 - 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 - What is likely to happen from what the speaker says - Drawing a conclusion based on the main idea and what the speaker says	- 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 - 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

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:
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	The following will also be observed, recorded, and considered for the final grade of students in each lesson activity - Motivation - Engagement - Collaboration

o Debate (long version and short version)	• Communication skills
	• Reactions
o Impromptu Speaking	• Respect for others and different opinions
o Discussion	
o Computer lab activity	
• Project assignments	
o Group projects that involve research and presentation	

Stage 3 - Learning Plan

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3. Discussion
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5. Projects
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Listening & Speaking (Nov. 2018): Psychology/Sociology/Economics/Physiology

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
- 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):	**Essential Question(s):**
Students will understand that…	
	- How can groups form?
- Groups can develop in various ways, and one model proposes that there are four stages of creating a group.	- What does a health gap refer to?
	- What is economics?
	- How does blood flow through the body?
- A health gap refers to how members of one group do not receive the same quality of treatment as another group.	
- Economics is the study of how people deal with resources.	
- Blood is carried through the body by two types of blood vessels, arteries and veins.	

Knowledge: *Students will know…*	Skills: *Students will be able to…*
• 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 • 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	• 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 • 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

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:

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• Class activities
 	
     o Debate (long version and short version)
 	
     o Impromptu Speaking
 	
     o Discussion
 	
     o Computer lab activity
	The following will also be observed, recorded, and considered for the final grade of students in each lesson activity
	
	• Motivation
	• Engagement
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• Project assignments o Group projects that involve research and presentation	

Stage 3 - Learning Plan

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5. Projects
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Listening & Speaking (Dec. 2018): Computers/Communication

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):	**Essential Question(s):**
Students will understand that…	
	- What are computer programs?
- Computer programs are often called software, which is what people use a computer for.	- What is the transactional model in speech and communication?
- The transactional model is only one model of many, according to which the amount of information we take in is controlled by something we call "filter" which mean we take in only some information or keep what is important to know.	

Knowledge:	**Skills:**
Students will know…	*Students will be able to…*
- The key information in listening passages	- Understand the key information in listening passages
- Taking notes of important information and use this information in your spoken response	- Take notes of important information and use this information in your spoken response
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• 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	• 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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Other Evidence:

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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

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.

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

Reading (Aug. 2018): Art/History

Stage 1 - Desired Results

Established Goal(s):
At the end of the unit, students will be able to:
- 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

Understanding(s):	**Essential Question(s):**
Students will understand that… - The two main ways to make pottery are coiling, and modeling and paddling - The early Aborigine people lived in the countryside.	 - What are two main ways to make pottery? - Where did the early Aborigine people live in Australia?
Knowledge:	**Skills:**
Students will know… - 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	*Students will be able to…* - 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

Stage 2 - Assessment Evidence

Performance Task(s):	**Other Evidence:**
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	The following will also be observed, recorded, and considered for the final grade of students in each lesson activity - Motivation - Engagement - Collaboration

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

Reading (Sept. 2018): Technology/Business

Stage 1 - Desired Results

Established Goal(s):

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

- 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

Understanding(s): *Students will understand that…* • New media professionals need to have a solid footing not only in computer technologies, but also in traditional work methods that came before. • A resume outlines one's skills, education, and experience.	**Essential Question(s):** • What do new media professionals need to have? • What does a resume outline?
Knowledge: *Students will know…* • 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 as the "referent.") • The different kinds of pronouns and reference words	**Skills:** *Students will be able to…* • 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

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

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 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.

Stage 1 - Desired Results

Established Goal(s):
At the end of the unit, students will be able to:
- 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

Understanding(s):	Essential Question(s):
Students will understand that… • An experiment is a procedure that is controlled by a scientist to test an idea. • The largest divisions in the modern system of living things are the kingdoms.	 • What is an experiment? • What are the largest divisions in the modern system of living things?
Knowledge: *Students will know…* • 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	**Skills:** *Students will be able to…* • 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

Performance Task(s):	Other Evidence:
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 o Literary analysis: Setting, theme, point	The following will also be observed, recorded, and considered for the final grade of students in each lesson activity • Motivation • Engagement • Collaboration • Communication skills

of view, plot, etc.
 	
    o Character analysis (particularly protagonist and antagonist)
 	
    o Structure analysis for nonfiction
 	
    o Compare and contrast: culture, values, etc.
 	
    o Writing short answers
 	
    o Discussion and presentation
 	
• Project assignments
 	
    o These will be implemented at teachers' discretion (e.g., extended reading outside the texts and write a reflective essay).
	• 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 analysis: Setting, point of view, theme and plot (exposition, rising action, climax, falling action and resolution)
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- Conflicts among characters
- Literary techniques
- Structure analysis for nonfiction

3. Discussion and Presentation
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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 (Nov. 2018): Nature/Sports

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
- Identify statements in the answer choices that are not mentioned or not true

Understanding(s):	Essential Question(s):
Students will understand that… • When ice skating, it is very important to have good equipment and use it properly. • A reef is a chain of rocks or coral that is near the surface of the ocean.	• When ice skating, what is an important thing to do? • What is a reef?

Knowledge:	Skills:
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 • Distinguishing between major and minor points of the passage • Placing concepts within a certain category	*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

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:

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
    o Literary analysis: Setting, theme, point of view, plot, etc.
    o Character analysis (particularly protagonist and antagonist)
    o Structure analysis for nonfiction
    o Compare and contrast: culture, values, etc.
    o Writing short answers
    o Discussion and presentation
• Project assignments
    o 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.

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- 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.

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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.

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
- Identify statements in the answer choices that are not mentioned or not true

Understanding(s):

Students will understand that…

- There are three categories of fatigue: physical, pathological, and psychological.
- The two main ways chosen are eating snacks high in sugar and drinking beverages high in caffeine.

Essential Question(s):

- How many categories of fatigue?
- What are the two main ways more and more students are choosing to boost energy?

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
- Distinguishing between major and minor points of the passage
- Placing concepts within a certain category

Skills:

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
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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

    o Literary analysis: Setting, theme, point of view, plot, etc.

    o Character analysis (particularly protagonist and antagonist)

    o Structure analysis for nonfiction

    o Compare and contrast: culture, values, etc.

    o Writing short answers

    o Discussion and presentation

- Project assignments

    o These will be implemented at teachers' discretion (e.g., extended reading outside the texts and write a reflective essay).

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 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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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:

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- Conflicts among characters
- Literary techniques
- Structure analysis for nonfiction

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4. Research Paper

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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:

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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.

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

Writing, Aug. 2018
Introduction to academic writing/Independent writing (Topic: Experience)

Stage 1 - Desired Results

Established Goal(s):
At the end of the unit, students will be able to:
- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Understanding(s):	Essential Question(s):
Students will understand that… • There are general format, in-text citations, footnotes and endnotes, and reference list in the PA formatting and style guide. • Based on their experiences, they both agree or disagree with the statement: Attending a live performance is more enjoyable than watching the same event on television.	• What are in the APA formatting and style guide? • Do you agree or disagree with the following statement: Attending a live performance (for example, a play, concert, or sporting event) is more enjoyable than watching the same event on television?
Knowledge: *Students will know…* • Describing a personal experience • Expressing an opinion on an issue and supporting it with concrete examples and details • Organizing ideas in an effective way • Stating their opinion or thesis clearly • Stating clear and strong topic sentences that support the thesis	**Skills:** *Students will be able to…* • Describe a personal experience • Express an opinion on an issue and supporting it with concrete examples and details • Organize ideas in an effective way • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:
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.	The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

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

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 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
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Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
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- 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.
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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.

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- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Stage 1 - Desired Results

Established Goal(s):

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

- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from their notes in their writing
- Synthesize the information taken from both the reading and listening passages
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Understanding(s):	Essential Question(s):
Students will understand that…	
	• In some countries, teenagers have jobs while they are still students. Do you think this is a good idea?
• There are both positive effects and negative effects when teenagers have jobs while they are still students.	• What do you think are some important qualities of a good supervisor (boss)?
• Some important qualities of a good supervisor will be discipline/strength, responsibility, and loyalty.	

Knowledge:	Skills:
Students will know…	*Students will be able to…*
• Information from both reading and listening passages	• Understand information from both reading and listening passages
• Taking notes on the reading and listening passages	• Take notes on the reading and listening passages
• Using information from their notes in their writing	• Use information from their notes in their writing
• Synthesizing the information taken from both the reading and listening passages	• Synthesize the information taken from both the reading and listening passages
• Stating their opinion or thesis clearly	• State their opinion or thesis clearly
• Stating clear and strong topic sentences that support the thesis	• State clear and strong topic sentences that support the thesis

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:
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
    - o Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity
    - o Writing consequences
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- Project assignments
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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:
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Integrated Writing (Topics: Psychology, New Technologies)

Stage 1 - Desired Results

Established Goal(s):

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

- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Understanding(s):	**Essential Question(s):**
Students will understand that…	
	• Why did behavioral researchers have challenged Freud's model of anxiety?
• Behavioral researchers have challenged Freud's model of anxiety because they believe that one's anxiety level is related to feelings of control, not because of internal, unconscious conflicts.	• Why does it seem impossible to predict which new technologies will become part of everyday life in the future?
• It seems impossible to predict which new technologies will become part of everyday life in the future because some of the most famous innovations have exceeded initial expectations and become essential to modern life, whereas other technologies end up disappearing.	

Knowledge:	**Skills:**
Students will know…	*Students will be able to…*
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• Expressing an opinion on an issue and supporting it with concrete examples and details	• Express an opinion on an issue and supporting it with concrete examples and details
• Organizing ideas in an effective way	• Organize ideas in an effective way
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Independent Writing (Topics: Independent, Opinion)

Stage 1 - Desired Results

Established Goal(s):
At the end of the unit, students will be able to:
- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from their notes in their writing
- Synthesize the information taken from both the reading and listening passages
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Understanding(s):	**Essential Question(s):**
Students will understand that…	
	• Nowadays, food has become easier to prepare. Has this change improved the way you live?
• There are pros and cons on the statement that food has become easier to prepare nowadays based on their experiences.	• Some people insist that reading nonfiction books is educational, while reading fiction is a waste of time. Which do you think has helped you more?
• Different books such as fiction or nonfiction will contain different types of information and depending on their needs they will provide them with appropriate information.	• What do you think are some important qualities to consider when buying a new car?
• Some important qualities to consider when they buy a new car are fuel economy and warranty.	

Knowledge:	**Skills:**
Students will know…	*Students will be able to…*
• Information from both reading and listening passages	• Understand information from both reading and listening passages
• Taking notes on the reading and listening passages	• Take notes on the reading and listening passages
• Using information from their notes in their writing	• Use information from their notes in their writing
• Synthesizing the information taken from both the reading and listening passages	• Synthesize the information taken from both the reading and listening passages
• Stating their opinion or thesis clearly	• State their opinion or thesis clearly
• Stating clear and strong topic sentences that support the thesis	• State clear and strong topic sentences that support the thesis

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:

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
 	
    ○ 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
	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 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 snow 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.

Writing, Dec. 2018
Review: Integrated Writing, Independent Writing

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:
- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from their notes in their writing
- Synthesize the information taken from both the reading and listening passages
- Understand the original text accurately
- Use their own words to convey essential information and ideas from the reading and listening
- Be able to express the same information using different vocabulary and sentence structure

Understanding(s):	**Essential Question(s):**
Students will understand that…	
	• How have environmentalists argued that gas emissions from human industry cause global warming?
• Environmentalists have argued that the gases, like carbon dioxide, build up in Earth's atmosphere and prevent heat from radiating into space.	• Some high schools require all students to wear school uniforms, while other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better?
• One major benefit of wearing school uniforms is that it reduces competition between students of different socioeconomic classes.	

Knowledge:	**Skills:**
Students will know…	*Students will be able to…*
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• Synthesizing the information taken from both the reading and listening passages	• Synthesize the information taken from both the reading and listening passages
• The original text accurately	• Understand the original text accurately
• Using their own words to convey essential information and ideas from the reading and listening	• Use their own words to convey essential information and ideas from the reading and listening

• Expressing the same information using different vocabulary and sentence structure	• Be able to express the same information using different vocabulary and sentence structure

Stage 2 - Assessment Evidence

Performance Task(s):	Other Evidence:

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