

**The Asian International School**  
**Backward Design Based Unit Mapping**  
**English Language Arts (Reading, Speaking & Listening), Starter, 2018-2019**

**Unit 1 Finding Your Own Place: What Defines Home?**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Command reading strategies, including plan-monitor-visualize, making connections, asking question, determining importance, making inferences, and synthesis.</li> <li>• Utilizes key vocabulary and academic vocabulary, and use context clues for multiple-meaning words.</li> <li>• Distinguish among sentence types and use subject-verb agreement.</li> <li>• Express ideas and feelings, ask and answer questions, and give commands.</li> <li>• Analyze literary texts based on strategies, including using text evidence, making inferences, and determining main idea.</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Your own place might begin with you, yourself and it expands to family and friends, neighborhood, and community.</li> <li>• A person can belong in several different groups.</li> <li>• Each person has a place in many groups.</li> <li>• Immigrants may find it harder to feel at home in a new community.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What defines home?</li> <li>• Where do you feel most at home?</li> <li>• What might be your biggest challenge if you had to leave home for some place new?</li> <li>• What can make immigrants feel as though they belong?</li> <li>• What can people do to make their neighborhoods feel like home?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Reading strategies are thinking tools that help to understand texts.</li> <li>• Some words are spelled the same but have different meanings</li> <li>• A statement is one kind of sentence.</li> <li>• A personal narrative is nonfiction.</li> <li>• A person’s place is more than where they live and it is a place where they feel comfortable or they belong</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• <b>Use</b> reading strategies.</li> <li>• <b>Use</b> context clues for multiple-meaning words.</li> <li>• Make a self-portrait</li> <li>• Ask and answer questions</li> <li>• Give commands</li> </ul>

## Stage 2 - Assessment Evidence

### Performance Task(s):

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

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

### Other Evidence:

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

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

## Stage 3 - Learning Plan

### Learning Activities:

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

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

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

#### 2. Discussion and presentation:

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

#### 3. Critical Thinking Activities

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

#### **Applying**

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

**Analyzing**

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

**Evaluating**

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

**Creating**

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

**Unit 2 Water For Life: How Do We Depend On Earth’s Resources?**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Analyze events and ideas, including plot, and main idea and details.
- Utilize key vocabulary and academic vocabulary, and relate words, including word categories, synonyms, and antonyms.
- Compare tales across cultures
- Distinguish among plural nouns, and use subject-verb agreement and complete sentences.
- Express needs and wants, give information, and elaborate.
- Sequence paragraphs and write explanatory paragraph.

**Understanding(s):**

*Students will understand...*

- Earth has many different resources that we use, including water, animals, rocks, and plants. We use resources to get what we need and want.
- People can use a body of water such as a lake or river in numerous ways.

**Essential Question(s):**

- How do we depend on Earth’s Resources?
- What resources do we use for food?
- Why is it important to use resources wisely?
- Why is there not always enough water for people to drink?
- What are some ways people use water everyday?
- What is the difference between need and want?

**Knowledge:**

*Students will know...*

- There are two major kinds of text: fiction and nonfiction.
- Synonyms are words that have nearly the same meaning.

**Skills:**

*Student will be able to...*

- Analyze plot
- Analyze main idea and details.
- Relate words – word categories, synonyms, and antonyms.
- Express needs and wants
- Create word categories

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics,

**Other Evidence:**

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

and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

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

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

### Stage 3 - Learning Plan

#### **Learning Activities:**

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

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

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

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

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

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

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

#### ***Applying***

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

#### ***Analyzing***

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

#### ***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on

their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

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

## Unit 3 Natural Forces: How Should People Deal with the Forces of Nature?

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze text structure (cause and effect)</li> <li>• Analyze author’s viewpoint and characters’ viewpoints.</li> <li>• Utilize key vocabulary and academic vocabulary, and use word parts, including compound words, base words, and suffixes.</li> <li>• Use subject pronouns and helping verbs, and follow pronoun usage.</li> <li>• Engage in conversation, ask and answer questions, and give advice.</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• A viewpoint is what a person thinks.</li> <li>• There are many different forces of nature, such as earthquake, hurricane, and flood. People help each other deal with the forces of nature. Volcanoes could create mountains and islands.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How should people deal with the forces of nature?</li> <li>• What forces of nature can you name?</li> <li>• What do you know about the dangers of Earthquakes?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to determine a narrator’s viewpoint or characters’ viewpoint.</li> <li>• How to analyze text structure (cause and effect)</li> <li>• Word parts – compound words, base words, and suffixes.</li> <li>• How to engage in conversation</li> <li>• How to ask and answer questions</li> <li>• How to give advice</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Discuss vacations</li> <li>• Report on a volcano</li> <li>• Discuss natural forces</li> <li>• Begin an attribute web</li> <li>• Interview a classmate</li> <li>• Compare media accounts</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> </ul>

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

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

### Stage 3 - Learning Plan

#### **Learning Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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

##### ***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some

of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

**Unit 4 Creepy Classics: How Can a Powerful Character Inspire a Range of Reactions?**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze elements of fiction</li> <li>• Analyze character development</li> <li>• Analyze media</li> <li>• Analyze character and plot</li> <li>• Describe people and places</li> <li>• Make comparisons</li> <li>• Describe an event or experience</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Classic characters can bring out different feelings in people.</li> <li>• Plot, character and setting are the elements of fiction.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can a powerful character inspire a range of reactions?</li> <li>• What are some example classic characters?</li> <li>• Why do you think these characters are classic?</li> <li>• When you see a classic character, what reactions do you have?</li> <li>• Why do you have these reactions?</li> <li>• What is character development?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• How to analyze elements of fiction</li> <li>• How to analyze character development</li> <li>• How to analyze media</li> <li>• How to analyze character and plot</li> <li>• How to describe people and place</li> <li>• How to compare presentations</li> <li>• How to use word parts</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Create a character</li> <li>• Figure out the meaning of a whole word by knowing the meaning of the word parts</li> <li>• Describe a monster</li> <li>• Make a movie poster</li> <li>• Make a compare media chart</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics,</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p>

and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

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

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

### Stage 3 – Learning Plan

**Learning Activities:**

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

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

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

**2. Discussion and presentation:**

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

**3. Critical Thinking Activities**

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

***Applying***

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

***Analyzing***

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

***Evaluating***

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on

their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

***Creating***

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

**Unit 5 The Drive To Discover: How Do Discoveries Change Us and the World?**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine main idea and details</li> <li>• Determine theme</li> <li>• Ask for and give information</li> <li>• Engage in discussion</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Writers organize their ideas in different ways.</li> <li>• Dreams can lead to discoveries</li> <li>• When you discover something, you see something or find out about it for the first time.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do discoveries change us and the world?</li> <li>• What discoveries can tell us about the past?</li> <li>• What do you think you might discover in an underwater cave?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• How to get the facts.</li> <li>• How discoveries affect individuals.</li> <li>• How ideas can change over time.</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• Ask for and give information</li> <li>• Discuss stories</li> <li>• Make a theme chart</li> <li>• Discuss the ancient past</li> <li>• Conduct research on pyramids</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Discussion and presentation</li> </ul>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication pattern among peers and with the teacher</li> <li>• Reactions</li> <li>• Respect to others and different opinions</li> </ul>

- Group project that involves research and report writing
- Homework assignments

### Stage 3 – Learning Plan

#### **Learning Activities:**

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

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

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

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

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

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

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

#### ***Applying***

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

#### ***Analyzing***

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

#### ***Evaluating***

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

#### ***Creating***

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

**Unit 6 Struggle for Freedom: How Far Should People Go for the Sake of Freedom?**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Determine importance
- Make inferences
- Use Clue words to determine if a writer used cause and effect as a text structure
- Use Context clues
- To make comparisons
- To express opinions
- Use key vocabulary
- Use academic vocabulary
- Analyze visual details

**Understanding(s):**

*Students will understand ...*

- Clue words can help us to determine if a writer used cause and effect as a text structure.
- There are many kinds of freedom
- Different people have different ways of seeking freedom

**Essential Question(s):**

- How far should people go for the sake of freedom?
- What do the people’s expressions tell you about how they’re feeling?
- What clues does the illustration give you that the people may be escaping to their freedom?

**Knowledge:**

*Students will know ...*

- How people take risks for themselves and others.
- How to summarize a presentation.
- How to make comparisons.

**Skills:**

*Student will be able to...*

- Use context clues for unfamiliar words.
- Identify text structure
- Identify cause and effect
- Summarize a presentation
- Interpret and respond

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

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

**Other Evidence:**

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

- Motivation
- Engagement
- Collaboration

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

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

### Stage 3 – Learning Plan

#### **Learning Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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

##### ***Creating***

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some

of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

**Unit 7 Star Power: What Can We Learn From the Stars?**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Make inferences
- Analyze argument and evidence

**Understanding(s):**

*Students will understand ...*

- A persuasive essay is a short piece of nonfiction writing about one subject.

**Essential Question(s):**

- How does the author feel about a starry night sky?
- How did astronomers first learn about light pollution?
- What problem in Snyderville Basin is the editorial 'Preserving the Rural environment' about?

**Knowledge:**

*Students will know ...*

- How to make an argument chart
- The effect of light pollution

**Skills:**

*Student will be able to...*

- Find out how civilization influences our ability to observe the night sky and nature's ability to rely on it.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

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

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

**Other Evidence:**

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

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

report writing

- Homework assignments

## Stage 3 – Learning Plan

### **Learning Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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

##### ***Creating***

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

**Unit 8 Art and Soul: What do We Learn about People from Their Artful Expressions?**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze Author’s Purpose and Tone</li> <li>Use context clues</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>Most magazine articles are nonfiction; Many have headings to divide the text into readable parts; It uses photos and captions.</li> <li>Figurative language consists of words and phrases that have meanings outside of what the words mean by themselves.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Why do you think many people make masks to express their beliefs about important matters like good and evil and death?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>Magazine Article</li> <li>Figurative language</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>To make an Author’s purpose chart</li> <li>Use the context to figure out the meaning of words or phrases</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>Discussion and presentation</li> <li>Group project that involves research and report writing</li> </ul>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>Motivation</li> <li>Engagement</li> <li>Collaboration</li> <li>Communication pattern among peers and with the teacher</li> <li>Reactions</li> <li>Respect to others and different opinions</li> </ul>

- Homework assignments

### Stage 3 – Learning Plan

#### **Learning Activities:**

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

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

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

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

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

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

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

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

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

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

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

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

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

##### ***Creating***

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

**The Asian International School**  
**Backward Design Based Unit Mapping**  
**Writing, Starter, 2018-2019**

**Unit 1 Finding Your Own Place**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use different kinds of sentences, such as statement, question, command and exclamation.</li> <li>• Construct coherent and understandable sentences.</li> <li>• Write independently about the following topics: a) about someone who makes them feel special b) an email to a pen pal c) a description of an event or celebration.</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• adding enough details, when writing about someone, will make statements clear and interesting.</li> <li>• using varied sentences makes writing enjoyable and understandable to read.</li> <li>• events or celebration in the community is an interesting topic to write about.</li> <li>• they can communicate their ideas well by using different kinds of sentences.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What defines home?</li> <li>• Why are clear and interesting statements important in writing?</li> <li>• How do you make your readers enjoy and understand your piece of writing?</li> <li>• What events or celebration do your communities have? What do you do during the event?</li> <li>• What are the different kinds of sentences?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• that each person may have his/her own definition of home.</li> <li>• the celebrations that they have in their communities.</li> <li>• how to make their writing interesting and enjoyable.</li> <li>• the kinds of sentences and their uses.</li> <li>• the grammar points highlighted in the writing topics.</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• discuss their definitions of home and cite specific examples.</li> <li>• construct sentences that include enough details.</li> <li>• use varied sentences to make writing understandable and enjoyable.</li> <li>• describe an event or celebration in their community and write about it.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

Stage 3 - Learning Plan	
<p><b>Performance Task(s):</b></p> <p>In this unit, Writing assessment will be:</p> <p>A. Formative</p> <ul style="list-style-type: none"> <li>Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Learning Log: Write About Someone You Know</u>            Connection of the topic to my life: My family and friends always make me feel at home. They .....</p> </div> <ul style="list-style-type: none"> <li>Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.</li> <li>Writing Tasks: <i>Write About Someone You know, Write a Message, Write About a Special Event.</i></li> <li>Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</li> </ul> <p>Quiz 1. descriptive words and describe a friend</p> <p>Quiz 2. answer the questions about the photos and writing questions</p> <p>Quiz 3. describe the events in the photos and discuss how they celebrate the events</p>	<p><b>Other Evidence:</b></p> <p>Here are some other activities that will assess students' performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> <li>Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</li> </ul> <p>C. Other assessments</p> <ul style="list-style-type: none"> <li>Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</li> <li>Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><b>Learning Activities:</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Topic 1: <b>Write About Someone You Know</b></p> </div>	

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write a Message**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About a Special Event**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Unit 2 Water for Life**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use the correct plural forms of the nouns
- recall the rules in subject-verb agreement and apply them in their sentences.
- apply their knowledge about different bodies of water.
- write a) about water b) what they know about river, lake, ocean, or stream c) about a day at a river.

**Understanding(s):**

*Students will understand that...*

- water is very important in people’s every day life.
- using nouns allows readers to create pictures in their minds.
- it is important to express their thoughts completely, especially when they share information.
- precise and interesting action verbs make writing more realistic.

**Essential Question(s):**

- How do we depend on Earth’s Resources?
- Can you enumerate the uses of water in your daily life?
- What are nouns? Why are they important in writing?
- How do you make your writing understandable and realistic?

**Knowledge:**

*Students will know...*

- that water is very important to people.
- the uses of water in their daily lives.
- how to write sentences with complete thoughts.
- what nouns are, and how to use them in sentences.

**Skills:**

*Student will be able to...*

- tell in class importance of Earth’s resources to people.
- list the uses of water in their everyday lives.
- use the correct spelling and plural forms of nouns.
- write paragraphs with complete sentences.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:

A. Formative

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make

**Other Evidence:**

Here are some other activities that will assess students’ performance:

B. Summative

- Midterm, 30% of the students’ grades, and Final

connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About a Situation

Connection of the topic to my life: Life would be really hard without water. Our lives would be....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) about water b) what they know about river, lake, ocean, or stream c) about a day at a river.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. tell what the people need in the photos and use the correct nouns

Quiz 2. discuss the photo and tell whether the sentences are complete

Quiz 3. describe the photo and find the mistakes in the paragraphs

Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

Topic 1: **Write About a Situation**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write About Water**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About a Day at a River**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Unit 3 Natural Forces**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use subject pronouns in place of nouns to make sentences smooth.
- recall their experiences in a storm or a natural disaster.
- cite specific examples and include complete details when giving advice to people, especially during natural disaster
- write a) About an Interesting Place b) About a Natural Disaster c) Advice

**Understanding(s):**

*Students will understand that...*

- using the same words in writing makes it choppy and hard to read.
- natural disaster is a phenomenon that people experience.
- clear sentences make writing easy to follow and understand.
- in giving advice, they should give ideas and include enough details.

**Essential Question(s):**

- How should people deal with the forces of nature?
- Have you experienced being in storm or any other natural disaster? Can you tell your experience?
- How do you make your sentences easy to follow and understand?
- What advice should you give to people who live in earthquake prone areas? Do you have any safety tips for these peoples?

**Knowledge:**

*Students will know ...*

- that natural disaster is calamitous, so they should be well prepared if it happens.
- the experiences of other people or their classmates during natural disaster.
- the advice that they can give to people, especially those who live in an Earthquake prone area.
- the grammar points emphasized in the writing topics.

**Skills:**

*Student will be able to...*

- discuss in class what they know about nature and natural disaster.
- share in groups or pairs about their own experiences or stories about people who survive natural disaster.
- use modal verbs in giving advice.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

In this unit, Writing assessment will be:

A. Formative

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write Advice

Connection of the topic to my life: During Earthquake, you should....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: a) *About an Interesting Place* b) *About a Natural Disaster* c) *Advice*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. talk with a partner about the photo and name other interesting places in their country

Quiz 2. name the natural disasters and answer the given questions

Quiz 3. talk about the natural disasters and give advice to people

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

Topic 1: **Write About an Interesting Place**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write About a Natural Disaster**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

**Topic 3: Write Advice**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

**Unit 4 Creepy Classics**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use adjectives and adverbs to create pictures in their readers’ minds.
- imagine a creepy situation and describe it.
- tell in class their experiences watching a play or performance.
- write a) About a Creepy Situation b) to Compare Creepy Situations c) About a Performance.

**Understanding(s):**

*Students will understand that...*

- adjectives help readers to imagine a situation or a story.
- adverbs are used to tell how, when, or where an action happened, and they also make adjectives and other adverbs stronger.
- using participial phrases makes writing more interesting.
- sentence variation is important in writing about a play or performance.

**Essential Question(s):**

- How can a powerful character inspire a range of reactions?
- What are adjectives and adverbs? How do you use them in sentences?
- How can readers create a mental image of your story?
- Can you make your writing interesting?

**Knowledge:**

*Students will know...*

- people’s reactions about what they read are sometimes inspired by the characters.
- The uses of adjectives and adverbs in sentences.
- the words and phrases that make readers create mental images.
- how to make writing interesting.
- how to apply the grammar points highlighted in the topics.

**Skills:**

*Student will be able to...*

- discuss in class a creepy situation that they experienced and share what she felt at that time.
- use descriptive words, such as adjectives and adverbs, to make writing clear and interesting.
- choose words that will make their stories realistic.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:

**Other Evidence:**

Here are some other activities that will assess students’

<p>A. Formative</p> <ul style="list-style-type: none"> <li>Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Learning Log: Write About a Creepy Situation</u></p> <p>Connection of the topic to my life: Last year, my family visited a place called the island of the dolls...</p> </div> <ul style="list-style-type: none"> <li>Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.</li> <li>Writing Tasks: <i>a) Write About a Creepy Situation, b) Write to Compare Creepy Actions c) Write About a Performance.</i></li> <li>Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</li> </ul> <p>Quiz 1. discuss about the photo and share their experiences using the given adjectives  Quiz 2. compare the two horror films and identify the mistakes in the paragraph  Quiz 3. talk about the photos and find the participial phrases in the sentences</p>	<p>performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> <li>Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</li> </ul> <p>C. Other assessments</p> <ul style="list-style-type: none"> <li>Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</li> <li>Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.</li> </ul>
---	---

**Stage 3 - Learning Plan**

<b>Learning Activities:</b>		
<b>Topic 1: Write About a Creepy Situation</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

**Topic 2: Write to Compare Creepy Actions**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About a Performance**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

## Unit 5 The Drive to Discover

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• use the correct verb tenses – present tense or past tense.</li> <li>• recall their discoveries when they were young and discuss them in class.</li> <li>• apply the revision highlighted in the model paragraphs.</li> <li>• write a) about something that they discovered when they were younger b) about their own personal discoveries c) about a moment in history that they know about.</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• discoveries have greatly changed the world.</li> <li>• past tense of the verb is used for actions that already happened.</li> <li>• verb tenses, either past or present, tells when things happen.</li> <li>• in writing about a discovery, it is important to let the readers know when things happened and how it affects people today.</li> <li>• correct verb tense should be used, especially when combining the past and present events.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do discoveries change the world?</li> <li>• When do you use the present tense or the past tense?</li> <li>• Why is it important to use the correct verb tense?</li> <li>• Do you know any discovery? How does it affect people’s lives today?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• important discoveries that change the world.</li> <li>• how discoveries affect people’s lives.</li> <li>• the difference of present tense from the past tense, in forms and uses.</li> <li>• how to use the correct forms of verbs in sentences.</li> <li>• how to apply the grammar points highlighted in the topics.</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• cite examples of the discoveries that they know and tell how it changes the world.</li> <li>• use the correct verb tense in writing about the present or the past.</li> <li>• apply what they know about present tense and past tense – their forms and usage.</li> <li>• write about the given topics and follow the highlighted grammar points.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p>	<p><b>Other Evidence:</b></p>

<p>In this unit, Writing assessment will be:</p> <p>A. Formative</p> <ul style="list-style-type: none"> <li>• Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Learning Log: Write About the Past and Present</u></p> <p>Connection of the topic to my life: The discovery of airplanes...</p> </div> <ul style="list-style-type: none"> <li>• Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.</li> <li>• Writing Tasks: <i>Write About the Past, Write About the Past, Write About the Present and Past.</i></li> <li>• Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</li> </ul> <p>Quiz 1. remember their childhood and complete the sentences with correct verbs  Quiz 2. talk about their childhood and write sentences using past simple tense  Quiz 3. compare how people communicate in the past and present</p>	<p>Here are some other activities that will assess students' performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> <li>• Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</li> </ul> <p>C. Other assessments</p> <ul style="list-style-type: none"> <li>• Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</li> <li>• Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.</li> </ul>
---	---

**Stage 3 - Learning Plan**

<b>Learning Activities:</b>		
<b>Topic 1: Write About the Past</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write About the Past**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About the Present and the Past**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

## Unit 6 Struggle for Freedom

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• use pronouns correctly to make writing clear.</li> <li>• apply sentence variation in their paragraphs to make writing more interesting.</li> <li>• recall the uses of reflexive and intensive pronouns.</li> <li>• compare the model paragraphs and take note of the highlighted grammar points.</li> <li>• write a) about freedom b) about a new home c) about human rights</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• people want freedom.</li> <li>• using correct pronouns creates clarity, and sentence variation keeps hold of the reader’s interest.</li> <li>• reflexive and intensive pronouns provide clarity and give emphasis in writing.</li> <li>• they can take note and apply the grammar points emphasized in the model paragraphs.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How far should people go for the sake of freedom?</li> <li>• Have you or your family moved to another place? How does it feel?</li> <li>• Can you imagine yourself or your family fighting for freedom?</li> <li>• How do you make your writing interesting?</li> <li>• How do you achieve clarity and emphasis?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that people can do anything for the sake of freedom.</li> <li>• the benefits as well as the challenges in moving from one place to another.</li> <li>• different pronouns – object, subject, reflexive and intensive – and their uses in sentences.</li> <li>• the grammar points emphasized in each topic.</li> </ul>	<p><b>Skills:</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• discuss the things that people have done for the sake of freedom.</li> <li>• determine the benefits and challenges of moving.</li> <li>• use different pronouns to emphasize and make writing clear.</li> <li>• write about the given topics and follow the highlighted grammar points.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>In this unit, Writing assessment will be:</p> <p>A. Formative</p> <ul style="list-style-type: none"> <li>• Learning Logs: At the end of every topic, the</li> </ul>	<p><b>Other Evidence:</b></p> <p>Here are some other activities that will assess students’ performance:</p>

students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About a New Home

Connection of the topic to my life: My family has moved 2 times within the year...

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: a) *Write about freedom* b) *Write about a new home* c) *Write about human rights*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. discuss about freedom

Quiz 2. questions about living with relatives or family

Quiz 3. use reflexive and intensive pronouns

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About Freedom**

Topic 1: <b>Write About Freedom</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write About a New Home**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About Human Rights**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Unit 7 Star Power**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- provide enough details to make their stories realistic.
- use correct possessive pronouns and adjectives to add clarity.
- imagine an adventure on a real planet or an imaginary planet.
- organize their paragraphs according to the writing plan.
- write a) about a character in space b) an adventure c) the night sky.

**Understanding(s):**

*Students will understand that...*

- people use the stars in the past for different purposes.
- stories come to life by adding details.
- adding details and dialogue makes a story interesting.
- possessive pronouns are used to show ownership.
- prepositional phrases help to create variation in sentences.

**Essential Question(s):**

- What can we learn from the stars?
- What are possessive pronouns? How are they used in sentences?
- Which do you think is more interesting – an adventure on Earth or other planets?
- Why are dialogues important in writing a story?
- Have you experienced watching the sky at night? Have you seen something extraordinary in the night sky?

**Knowledge:**

*Students will know...*

- that the stars are important tools for navigation and farming in the past.
- possessive pronouns and adjectives, and their uses in sentences
- how to use their imagination and apply it in writing.
- the importance of dialogue and adding details in writing.
- that the sky beholds an amazing view at night.

**Skills:**

*Student will be able to...*

- discuss what they know about the stars, especially their uses in the past.
- use possessive pronouns and adjectives correctly in their sentences.
- cite their own examples of their adventures on other planets.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:  
A. Formative

**Other Evidence:**

Here are some other activities that will assess students' performance:

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About an Adventure

Connection of the topic to my life: My spacecraft was adrift in the Pinwheel galaxy....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *write a) about a character in space b) an adventure c) the night sky*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. discuss about Sci-fi films and write sentences using possessive pronouns

Quiz 2. use possessive pronouns and adjectives

Quiz 3. describe the night sky

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About a Character in Space**

Topic 1: Write About a Character in Space		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 2: Write About an Adventure**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About the Night Sky**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Unit 8 Art and Soul**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- share their ideas about the music they like.
- use complete sentences to make sentences clear and understandable.
- utilize long and short sentences to make writing more interesting.
- tell the class about the myths that they know.
- organize their paragraphs according to the writing plan.
- write a) about music b) about your interests c) about myths

**Understanding(s):**

*Students will understand that...*

- writing about music is one of the best ways to share ideas.
- they can avoid confusing the readers by using complete sentences.
- blending short and long sentences makes writing more interesting.
- run-on sentences should avoided in writing
- the writing plan will guide them to organize their ideas.

**Essential Question(s):**

- What do we learn about people from their artful expressions?
- Can you tell about the music that you like?
- Why are complete sentences necessary in writing?
- What are compound and complex sentences? What is their importance in writing?
- What are run-on sentences? How can you fix a run-on sentence?

**Knowledge:**

*Students will know...*

- that people express their emotions through art.
- music is a good to share ideas and feelings.
- complete sentences make wring clear and understandable.
- that run-on sentence is independent clauses joined without appropriate punctuation mark or conjunction, and it a grammatical error.
- the significance of sentence variety.

**Skills:**

*Students will be able to...*

- express in class the forms of art that they like.
- discuss the music that they like and explain why do they like those kinds of music.
- use complete sentences in their paragraphs.
- identify run-on sentences in the model paragraphs.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

In this unit, Writing assessment will be:

A. Formative

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About Music

Connection of the topic to my life: Bluegrass music began in the Southern United States....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) about music b) about your interests c) about myths*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. name the musical instruments and do a survey of the music that they like.

Quiz 2. free time activities and their interests

Quiz 3. identify the mythical characters and write sentences using conjunctions

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About Music**

1. Lesson Introduction

Pre-Writing Activities

Writing Activities

2. Unlocking of Unfamiliar Terms

1. Brainstorming Activities

1. Editing and Revising

3. Student's Book Exercises/  
Worksheet Exercises

2. Discussion of Paragraph Plan

2. Final Draft

3. Guided Draft Writing

3. Checking

**Topic 2: Write About Your Interests**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**Topic 3: Write About Myths**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking