

**The Asian International School**  
**Backward Design Based Unit Mapping**  
**English Language Arts, Upper-Intermediate, 2018-2019**  
**Unit 1 Beginnings**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- React to opposing views in discussion on what traits make humans unique in the animal world
- Understand three sporting origins and enlarging vocabulary
- Describe an event and are able to use synonyms to avoid repetition
- Use phrasal verbs in describing personality traits

**Understanding(s):**

*Students will understand ...*

- The expressions to use to describe their childhood memories.
- The inheritance of physical and mental traits.
- How the English language was originated
- How sports were originated.

**Essential Question(s):**

- Why do people react differently to the same situation? For example, when facing a difficult situation, why do some people see it through, while others give up?
- What physical and mental traits can be inherited?
- What physical and mental traits can only be acquired?
- Which of your personality traits were passed on by your parents and which can be accounted for by your experiences?

**Knowledge:**

*Students will know ...*

- Physical and mental traits that can be inherited.
- The origins of English
- The origins of different sports.
- Parts of their personality traits that were passed on by their parents.
- Useful vocabulary words to use to describe physical and mental traits.

**Skills:**

*Students will be able to...*

- Talk about childhood memories.
- Talk about inherited characteristics
- Understand and react to an article about the origins of English.
- Understand an article about the origins of different sports.
- Use phrasal verbs correctly.
- Express their opinions on ethical issues.
- Write an effective description of an event.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

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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.)
- Writing short answers, writing for various purposes, writing a position paper, etc.
- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

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

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

**Stage 3 - Learning Plan**

**Learning Activities:**

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

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

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

**2. Discussion and presentation:**

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

**3. Critical Thinking Activities**

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

***Applying***

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

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***Analyzing***

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

***Evaluating***

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

***Creating***

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

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**Unit 2 Stories**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Compare and speculate about two photos, discussing, and describing
- Understand an extract from a novel and demonstrating use of reading skills
- Write a film review
- Utilize narrative tenses

**Understanding(s):**

*Students will understand ...*

- The descriptions and aspects of stories from different media, such as movies, books, and television.
- How to write their descriptions of stories so they can be understood clearly by others through appropriate use of vocabulary, tenses, adjectives, and adverbs.

**Essential Question(s):**

- How can students structure their description when speaking about stories from a variety of different media, such as books, movies, television, radio, and theater?
- Should parents restrict the amount of TV their children watch?
- Who are your favorite film stars? What do you like about them?

**Knowledge:**

*Students will know ...*

- The difference between value and price.
- That priority can be given to things in their lives depending on what they need at the moment and which is the last one they would give up.
- That there can be for and against on the topic, "Money can buy happiness."
- The expressions connected with money.

**Skills:**

*Students will be able to...*

- Talk about various aspects of stories.
- Discuss the effects of TV on children.
- Understand and react to an extract from a play.
- Understand and react to an extract from a novel.
- Use a variety of narrative tenses
- Compare, contrast and react to photos.
- Write a film review.

**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

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<p>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>• Writing short answers, writing for various purposes, writing a position paper, etc.</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and report writing</li> <li>• Homework assignments</li> </ul>	<p>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>
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**Stage 3 - Learning Plan**

**Learning Activities:**

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***Applying***

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***Analyzing***

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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.

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**Unit 3 Partners**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Negotiate and make suggestions
- Demonstrate the command of reading skills, such as identifying main ideas and supporting details and understanding words from context
- Write a description, comparing two towns
- Use verb patterns

**Understanding(s):**

*Students will understand ...*

- How to describe a variety of important relationships in daily lives and express their opinions on various relationships using appropriate verb patterns and tenses, verb-noun collocations, phrases related to a specific relationship, literal and figurative language, comparative phrases, phrases for negotiating, and adjectives for describing places.

**Essential Question(s):**

- How can students effectively discuss the meaning and importance of relationships, describe them, and express their own opinions on different relationships?
- What qualities are needed to make partnerships successful?
- What is the ideal age to get married?
- What happens at a typical wedding in your country?

**Knowledge:**

*Students will know ...*

- Different kinds of relationship
- The meaning and importance of friendship
- How to express their opinions on marriage
- A variety of verb patterns to use to describe relationships among people.

**Skills:**

*Students will be able to...*

- Talk about different kinds of relationship.
- Discuss the meaning and importance of friendship.
- Express their opinions on marriage.
- Understand and react to a love story.
- Use a variety of verb patterns.
- Discuss suggestions and negotiate a course of action.
- Write an article about a popular tourist destination.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

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**Unit 4 Changes**

<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>• Give an opinion, agree, disagree, and concede a point</li> <li>• Demonstrate the command of reading skills, such as skimming for main ideas and scanning for supporting details</li> <li>• Write a discursive essay with topic sentences, writing more fluently using linkers</li> <li>• Listen actively for gist and specific information</li> <li>• Use second, third and mixed conditionals, and other conditional structures</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• Animals by learning the origins of some of the idioms related to animals and their relationship with human being, by understanding that different people might like different pet animals, and by categorizing animals based on their communication methods.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can students express their own opinions in discussion about important changes made in their lives?</li> <li>• How has your town or city changed (a) over the last few years? (b) over the last few decades?</li> <li>• Are the changes for the better?</li> <li>• In general, are you in favor of renovating old, dilapidated buildings or of knocking them down and replacing them?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Animal parts</li> <li>• How to talk about ability</li> <li>• Different countries' attitudes towards their pets</li> <li>• Animal communication</li> <li>• How to write a discursive essay</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe the process of change</li> <li>• Talk about changes that occur at different stages of life</li> <li>• Understand and react to a protest song</li> <li>• Understand and react to an article about someone who's made a radical change in his/her life.</li> <li>• Use a wide range of conditional sentences</li> <li>• Discuss the merits of proposed changes to a town center.</li> <li>• Write a discursive essay</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

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<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>• Writing short answers, writing for various purposes, writing a position paper, etc.</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and report writing</li> <li>• Homework assignments</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>
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**Stage 3 - Learning Plan**

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**3. Critical Thinking Activities**  
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**Applying**  
 Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in

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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.

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**Unit 5 Battles**

<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>• Give a presentation</li> <li>• Demonstrate the command of reading skills, such as scanning for specific information and identifying the sequence of events</li> <li>• Write an article about someone students admire</li> <li>• Listen actively for gist and specific information</li> <li>• Use ellipsis to avoid repetition</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• How to give their opinions to audience and use discourse markers to indicate their attitudes.</li> <li>• Two sets of circumstances in which a country would be justified in going to war as a last resort.</li> <li>• Two sets of circumstances when a declaration of war would be unjustified</li> <li>• The statistics of fighting for equality</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can students effectively communicate with others by describing and expressing their opinions in discussion, and by indicating their attitudes?</li> <li>• Should husbands and wives share the housework?</li> <li>• Do you think school classes should be single-sex or mixed?</li> <li>• Would you prefer a male or a female boss?</li> <li>• Would you employ a man to look after your child?</li> <li>• In what other ways are there inequalities between men and women in your country? Why do such inequalities exist?</li> <li>• What are the qualities and achievements that you find admirable?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• War and war idioms</li> <li>• Armed conflict</li> <li>• Family tensions</li> <li>• Sexual discrimination</li> <li>• Sexual inequalities</li> <li>• Effective ways of a presentation</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Talk about military conflict</li> <li>• Talk about family disputes and arguments</li> <li>• Understand and react to an article about civil rights campaigners</li> <li>• Understand and react to an article about a naturalist</li> <li>• Use devices to avoid repetition</li> </ul>

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	<ul style="list-style-type: none"> <li>• Give a presentation</li> <li>• Write an article describing someone I admire</li> </ul>
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**Stage 2 - Assessment Evidence**

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Writing short answers, writing for various purposes, writing a position paper, etc.</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and report writing</li> <li>• Homework assignments</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>
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**Stage 3 - Learning Plan**

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share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

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**Unit 6 Dreams**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Compare and contrast two photos of award-winners
- Demonstrate use of reading skills, such as identifying main ideas and supporting details and understanding words from context.
- Write a story in which students can rephrase original sentences and use reported speech
- Use reporting structures and phrasal verbs when talking about the future

**Understanding(s):**

*Students will understand ...*

- The reasons of us dreaming when sleeping
- Celebrities and their personal ambitions
- Expressions for plans and predictions

**Essential Question(s):**

- Why do we dream while sleeping?
- How can we effectively communicate with others in story-telling celebrities and in speculations and predictions about the future?

**Knowledge:**

*Students will know ...*

- How to express doubt and uncertainty
- The meaning of dreams
- The European Union and the European dream
- The importance of sleep

**Skills:**

*Students will be able to...*

- Speculate and make predictions about the future
- Talk about the significance of dreams
- Understand and react to an article about politics
- Understand and react to an article about the importance of sleep
- Report direct speech in a variety of ways
- Compare, contrast, and react to photos
- Write a story

**Stage 2 - Assessment Evidence**

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**Other Evidence:**

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- Motivation
- Engagement



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of student grades.

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

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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.

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**Unit 7 Journeys**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Give a presentation on the benefits of tourism
- Demonstrate use of reading skills, such as identifying main ideas and supporting details, identifying the sequence of events, and understanding words from context
- Write a letter of complaint in a formal style
- Add emphasis with cleft sentences, fronting phrases, and use of do/does/did

**Understanding(s):**

*Students will understand ...*

- Making notes about a memorable journey, trip, and excursion that they have made
- Positive and negative experiences from a variety of travel and journey
- The legacy the settlers and invaders left behind
- A variety of structures to add emphasis
- Time travel back in time and back to the future

**Essential Question(s):**

- How can students express their positive and negative experiences from a variety of travel and journey in both oral conversation and in writing?
- Who were the earliest settlers in your country?
- Were there any subsequent invasions? Who by? When? Was there much resistance?
- What legacy did the settlers and invaders leave, if any?
- When was the last uprising in your country? What was it about?
- Has there been an upsurge of migration in the past five years? If so, why do you think that has been the case?
- If you could travel back in time, when and where would you travel to?

**Knowledge:**

*Students will know ...*

- The meaning and use of travel bug
- The earliest settlers in their country
- Any subsequent invasions
- Vocabulary words to describe the legacy the settler and invaders left

**Skills:**

*Students will be able to...*

- Talk about different kinds of travel and journey
- Talk about the reasons people go on holiday
- Understand and react to an article about migration
- Understand and react to an article about time travel
- Use a variety of structures to add emphasis
- Give a presentation

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	<ul style="list-style-type: none"> <li>• Write a letter of complaint</li> </ul>
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**Stage 2 - Assessment Evidence**

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Writing short answers, writing for various purposes, writing a position paper, etc.</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and report writing</li> <li>• Homework assignments</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>
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**Stage 3 - Learning Plan**

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

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**Unit 8 Tastes**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Describe and respond to visual stimuli
- Demonstrate the command of reading skills, such as identifying main ideas and supporting details, identifying the sequence of events, and understanding words from context
- Write a report about cafes and restaurants
- Use modal verbs

**Understanding(s):**

*Students will understand ...*

- How to talk about clothes and fashion using a variety of two-part adjectives.
- How to discuss topics, such as different attitudes to food, sports, and culture, by using colloquial language, related words and phrases, phrases for describing statistics, graphs, charts and trends, phrases for giving estimates, periphrasis and euphemism, and connotation.

**Essential Question(s):**

- How can students describe youth culture and fashion, different kinds of food, and their attitudes to these topics?
- Do you think many vegetarians would eat cultured meat?
- Do you think the mass production of 'cultured meat' would be a good or bad thing for the world?
- How have your tastes changed over the years?
- If you had to live entirely on three different dishes, what would they be?
- What are nano-particles and what potential benefits do they have in relation to food?
- What are the advantages and disadvantages of listening to live music, rather than recorded music?

**Knowledge:**

*Students will know ...*

- Meat for vegetarians
- Youth culture and fashions
- Nano-particles in food
- The expressions to use to give a personal reaction
- Report writing
- Connotations and their uses

**Skills:**

*Students will be able to...*

- Talk about clothes and fashion
- Talk about different attitudes to food
- Talk about youth culture and fashions
- Understand and react to an article about food science

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	<ul style="list-style-type: none"> <li>• Use modal verbs accurately and effectively</li> <li>• Describe and respond to visual stimuli in a discussion</li> <li>• Write a report</li> </ul>
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**Stage 2 - Assessment Evidence**

<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)</li> <li>• Writing short answers, writing for various purposes, writing a position paper, etc.</li> <li>• Discussion and presentation</li> <li>• Group project that involves research and report writing</li> <li>• Homework assignments</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>
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**Stage 3 - Learning Plan**

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

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



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**Unit 9 Secrets**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Draw conclusions from photos, using vague language
- Demonstrate the command of reading skills, such as identifying main ideas, identifying the sequence of events, and understand words from context
- Write an opinion essay
- Use passive structures and participle phrases, choosing between active and passive

**Understanding(s):**  
*Students will understand ...*

- Use of the language of gossip and news
- Use of a wide range of passive structures and participle phrases, and vague language to draw imprecise conclusions.
- Conspiracy theories and any of those that are specific to their own country
- Why so many conspiracy theories involve the USA?

**Essential Question(s):**

- How can students effectively deal with secrets in their oral conversations and in writing?
- What kinds of topic often form the basis of gossip?
- Why are so many people interested in gossip?
- In what ways could gossip be damaging?
- What would be the advantages and disadvantages of being friends with a gossip?
- Why do you think people are interested in stories about spies and secret agents?
- Do you know any writers from your own country who write spy stories or mysteries?
- Are conspiracy theories harmless or damaging?
- Is it important to protect freedom of speech or to protect people from false accusations?

**Knowledge:**  
*Students will know ...*

- Vocabulary on gossip and secrets
- The secret agent and his/her role from a literary extract
- Conspiracy theories
- A wide range of passive structures
- How to draw conclusions from photos
- How to write an opinion essay

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

- Understand and use the language of news and gossip
- Use natural, colloquial language
- Understand and react to a literary extract
- Understand and react to a text about conspiracy theories

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	<ul style="list-style-type: none"> <li>• Use a wide range of passive structures</li> <li>• Speculate about, and draw conclusions from, photos</li> <li>• Write an opinion essay</li> </ul>
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**Stage 2 - Assessment Evidence**

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**Stage 3 - Learning Plan**

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**Unit 10 Endings**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- Give a presentation on man’s relationship with animals, giving historical contexts at the beginning of a presentation
- Demonstrate the command of reading skills, such as identifying main ideas and supporting details and understanding words from context
- Write an opinion essay
- Use complex sentences

**Understanding(s):**

*Students will understand ...*

- Use of whatever, whoever, etc., adverbs of degree, descriptive adjectives, negative prefixes and suffixes, and stylistically appropriate language for something they have forgotten or they don’t know the word for it in various contexts.
- The effects of happy endings in films on daily lives
- Threats to our planet, in particular environmental facts
- Giving an effective presentation
- The components of an opinion essay

**Essential Question(s):**

- How can students describe something in conversation, discussion, and presentation when they have forgotten or don’t know the word for it?
- Why do you think American films tend to have more happy endings than European films?
- Is there a kind of ending that you particularly like or dislike in films?
- Which film that you’ve seen recently had the most effective ending, in your opinion? Why?
- Which film had the worst ending, in your opinion? Why?
- What emotions might somebody who had been frozen for 200 years and then revived experience, in your opinion?
- What might be the best and worst aspects of being immortal?
- Would you personally choose to be immortal, if you could?

**Knowledge:**

*Students will know ...*

- Kinds of threats to our planet, including environmental facts
- Happy endings in films and their influence on our lives
- Advantages and disadvantages of immortality
- Effective presentation skills

**Skills:**

*Students will be able to...*

- Say farewell in a variety of contexts and situations
- Talk about global threats
- Talk about film endings
- Understand and react to a text about longevity

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<ul style="list-style-type: none"> <li>• How to compose an opinion essay</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of complex sentences</li> <li>• Give an effective presentation</li> <li>• Write an opinion essay</li> </ul>
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