

# The Asian International School - Curriculum Map

Level: Intermediate

Subject: Media

Revised: July, 2015

Month	No. of Days	Core Standard & Strand	Topic	Content	Skills	Activities	Assessments
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**Semester I** (August to December) and **Semester II** (January to May).

Aug	9	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>Introduction &amp; set rules</b>          <b>The cultures in Europe</b>	<b>Introduction &amp; set rules</b>  Internet technologies and services      <b>The cultures in Europe</b> Its people Food Festivals History	This unit focuses upon Internet technologies and services that support working, learning and socializing online.  Develop appropriate research skills.  Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Cross cultural understanding  Speaking and Presentation Skills	<b>Individual:</b> PowerPoint presentation, Speaking on the topic  <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing  <b>Whole Class:</b> Discussion, presentation, Exercising sound reasoning in understanding  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>Coursework and homework</b>  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Evaluating Outcomes</b>
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			<b>Presentation</b>	<p><b>Presentation</b></p> <p>Research and information gathering</p> <p>Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.</p>	<p>Student gathers accurate information independently as well as in group.</p> <p>Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.</p> <p>Skill levels and targets have been set to help the students' process and evaluate complex information and ideas through searching the internet and by the use of additional materials if appropriate.</p>	<p><b>Student-led discussions:</b> In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product</p> <p><b>Research:</b> Students will use technology effectively to research, access, create, and communicate creative ideas and information.</p> <p><b>Digital presentation:</b> Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).</p>	

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Sep	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>Presentation</b>  <b>The festivals in Vietnam and in other Asian countries.</b>	<b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.  <b>The festivals in Vietnam and in other Asian countries.</b>  Origins and Development  Traditions and myths surrounding the festival  <b>Practices</b>  <b>Food</b>  <b>Games and activities</b>	Develop appropriate research skills. Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Compare and contrast.  Identify similarities and differences.  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.  Assuming shared responsibility for collaborative work	<b>Individual:</b> PowerPoint presentation, Speaking on the topic  <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing  <b>Whole Class:</b> Discussion, presentation, Debating  <b>Games:</b> Icebreakers, hangman, vocabulary relay, class survey  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>Coursework and homework</b>  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Evaluating Outcomes</b>

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Oct	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading Note-taking	<b>New seven wonders of the world</b>          <b>Presentation</b>	<b>New seven wonders of the world</b>          <b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Develop appropriate research skills.  Illustrate research and computer skills.  Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.  Adapting to varied roles and responsibilities	<b>Individual:</b> Expressing own opinions, describing in writing, understanding listening and reading  <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing  <b>Whole Class:</b> Discussion, presentation  <b>Games:</b> Icebreakers, acting class, vocabulary relay, guess who, whispering game  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>Summative Assessment:</b> Mid-term exam  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates.  <b>Coursework submission</b>  <b>Evaluating Outcomes</b>

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Nov	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>The world heritage in sculpture</b>	<p><b>The world heritage in sculpture</b></p> <p><b>Types of sculpture</b></p> <p><b>Its purpose</b></p> <p><b>Materials and techniques</b></p> <p><b>History of sculpture</b></p> <p><b>Modernism</b></p> <p><b>Conservation</b></p>	<p>Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.</p> <p>Demonstrating originality and inventiveness in work</p> <p>Being open and responsive to new and diverse perspectives</p> <p>Students research works of art to identify how different artists have created work relevant to their lives and the world around them.</p> <p>Assuming shared responsibility for collaborative work</p>	<p><b>Individual:</b> Presenting own opinions, writing a description, understanding listening and reading</p> <p><b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing, categorizing</p> <p><b>Whole Class:</b> Discussion, presentation</p> <p><b>Games:</b> Icebreakers, categorizing words, jeopardy, find and tell the differences</p> <p><b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)</p>	<p><b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration</p> <p><b>Coursework submission</b></p> <p><b>Evaluating Outcomes</b></p>

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			<b>Presentation</b>	<p><b>Presentation</b></p> <p>Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.</p>	<p>Students analyze the works to identify distinguishing characteristics that reflect each artist's creativity.</p> <p>Students then produce multiple sketches to explore several approaches they might take to create a finished work</p> <p>Identifying grammar points clearly, applying grammar points to the work of all other language skills</p> <p>Recognizing the major point of each paragraph, understanding the organization of a passage</p>	<p><b>Student-led discussions:</b> In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product</p> <p><b>Digital presentation:</b> Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).</p> <p><b>Create a video:</b> Create a YouTube video or create an iMovie using information from several sources and media about a topic.</p>	

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Dec	5	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>Spring Carnival</b>          <b>Presentation</b>	<b>Spring Carnival</b>  <b>Origin and development</b>  <b>Its geographic distribution</b>       <b>Presentation</b>  Research and information gathering	Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills. Assuming shared responsibility for collaborative work  Cross cultural understanding  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project	<b>Creative Process:</b> School Spring Carnival  <b>Individual:</b> Expressing own opinions, writing a book review, understanding listening and reading  <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing  <b>Whole Class:</b> Discussion, presentation  <b>Games:</b> Icebreakers, scavenger hunt, role-playing, TIC-TAC-TOE, interviewing	<b>Summative Assessment:</b> Final Exam  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Coursework submission</b>  <b>Evaluating Outcomes</b>

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Jan	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>New Year all over the world</b>	<b>New Year all over the world</b> New Year's Eve Baby New Year Hogmanay Twelve Grapes Cambodian New Year Chinese New Year Ethiopian New Year Filipino New Year Celebration Indian New Year Islamic New Year Japanese New Year Assyrian New Year Jewish New Year Korean New Year Māori New Year Persian New Year Russian New Year Sinhalese New Year Thai New Year	Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.  Compare and contrast.  Identify similarities.  Identify differences.  Note-taking skills  Adapting to varied roles and responsibilities  Cross cultural understanding	<b>Individual:</b> Expressing own opinions, writing an opinion essay, understanding listening and reading <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing <b>Whole Class:</b> Discussion, presentation, debating <b>Games:</b> Icebreakers, role-playing, tell me about, class survey <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Coursework submission</b>  <b>Evaluating Outcomes</b>



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			<b>Presentation</b>	<p>Vietnamese New Year Old Style and New Style dates</p> <p><b>Presentation</b></p> <p>Research and information gathering</p>	<p>Assuming shared responsibility for collaborative work</p> <p>Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.</p>	<p><b>Student-led discussions:</b> In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product.</p> <p><b>Digital presentation:</b> Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).</p> <p><b>Create a video:</b> Create a YouTube video or create an iMovie using information from several sources and media about a topic.</p>	

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Feb	4	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a	<b>The greatest inventions and inventors in architect</b>	<b>The greatest inventions and inventors in architect</b>  Architectural Invention  Its Inventor  The story behind  Its History  Its impact on our lives  Its influence on modern society	Students investigate the history of various architectural invention; research and assess the impacts of it on individuals, society, and the environment.  Innovation and invention skills  Note-taking skills  Students will assess and communicate the main ideas or points contained in materials through spoken and written methods  Adapting to varied roles and responsibilities	<b>Individual:</b> Expressing own opinions, understanding listening and reading <b>Pair/Small Group:</b> Describing, comparing and contrasting, discussing with respect, peer feedback on writing, reaching a conclusion <b>Whole Class:</b> Discussion, presentation, debating <b>Games:</b> Icebreakers, role-playing, word search, twenty questions <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Coursework submission.</b>  <b>Evaluating Outcomes</b>
		Research Presentation Speaking Writing Reading	<b>Presentation</b>	<b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.			

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Mar	9	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>The greatest actors in the world</b>      <b>Presentation</b>	<b>The greatest actors in the world</b>  <b>Actors</b>  <b>Their Lives</b> <b>Their works</b>   <b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.  Note-taking skills  Students will assess and communicate the main ideas or points contained in materials through spoken and written methods  Adapting to varied roles and responsibilities	<b>Individual:</b> Expressing own opinions, writing a biography, understanding listening and reading <b>Pair/Small Group:</b> Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing <b>Whole Class:</b> Discussion, presentation, debating <b>Games:</b> Icebreakers, cross-word puzzle, spelling contest, storytelling and memory game  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>Summative Assessment:</b> Mid-term  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates.  <b>Coursework submission.</b>  <b>Evaluating Outcomes</b>

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Apr	4	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The ATP         <b>Presentation</b>	The ATP  <b>Its History</b>  <b>ATP World Tour</b>  <b>Rankings</b>  <b>Famous Players</b>    <b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Note-taking skills  Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.           Assuming shared responsibility for collaborative work  Demonstrating originality and inventiveness in work  Students will assess and communicate the main ideas or points contained in materials through spoken and written methods	<b>Individual:</b> Expressing own opinions, writing a letter of application, understanding listening and reading  <b>Pair/Small Group:</b> Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing, role-playing in a job interview  <b>Whole Class:</b> Discussion, presentation, debating  <b>Games:</b> Icebreakers, cross-word puzzle, movie review, role-playing  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration.  <b>Coursework submission</b>  <b>Evaluating Outcomes</b>

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May	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	<b>Miscellaneous Topic</b>          <b>Presentation</b>	<b>Miscellaneous Topic</b>          <b>Presentation</b>  Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Student gathers accurate information independently as well as in group.  Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.  Note-taking skills  Demonstrating originality and inventiveness in work  Adapting to varied roles and responsibilities	<b>Individual:</b> Expressing own opinions, writing a narrative, understanding listening and reading  <b>Pair/Small Group:</b> Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing  <b>Whole Class:</b> Discussion, presentation, debating  <b>Games:</b> Icebreakers, word search, movie riddles, dictating a song, scavenger hunt  <b>Creative Process:</b> Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	<b>Summative Assessment:</b> Final Exam  <b>In-Class Tests:</b> Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities/Projects:</b> Individual/Group presentation on the selected topic, debates, demonstration  <b>Coursework submission.</b>  <b>Evaluating Outcomes</b>