

The Asian International School
Backward Design Based Unit Mapping
English Language Arts, Intermediate, 2018-2019
Unit 1 Against the Odds

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Talk about photos through description and comparing and contrasting images • Understand a variety of topics, including heroes and travel • Write a magazine article giving an account of an event • Understand different viewpoints and value among many cultures on challenging physical/mental activities • Use past and perfect tenses, past perfect simple and continuous, and stylistic inversion 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The motivation of individuals undertaking challenging physical/mental activities. • The advantages and disadvantages of the challenging activities by individuals in society. • The reactions of others on the challenging activities by other. • The achievements of a few great people by articulating their biographical data. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why have people undertaken challenging physical/mental activities? • How do individuals react to the challenging activities undertaken by others? • How does a society evaluate the challenging activities by individuals and how does it react to it? • What are the advantages and disadvantages of the challenging activities people are undertaking? • Are there any stereotypes among different cultures when it comes to their reaction to challenging activities locally and internationally?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The celebrities known to the world because of their achievements from the challenging physical/mental activities. • The local celebrities known to the society because of their achievements from the challenging physical/mental activities. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe someone’s personality • Correctly use a variety of past and perfect tenses • Express their opinions on well-known people • Understand and react to a survival story • Talk about actions and events and their consequences in the past

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	<ul style="list-style-type: none"> • Talk about a given topic illustrated by photos • Write a magazine article giving an account of an event
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be 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"> • 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 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</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>2. Discussion and presentation:</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 2 For what it's worth

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Discuss consumerism • Understand and reacting to a literary extract about poverty • Present a balanced argument and structuring an essay • Understand information, such as descriptions of properties and consumerism • Utilize determiners, including articles and quantifiers 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Students can delineate the values of things orally or in writing through verb patterns and vocabulary on value and price, expressions connected with money, non-metric measures, and expressions of contrast. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What would people do in an extreme situation? For example, if someone has just won a cash prize in a competition, how much money would s/he like to win and what would s/he do with it? Would it change his/her life in a positive way? • Which of your possessions is worth the most money? • Which of your possessions is worth the most to you personally, and why?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about money and finance. • Use determiners to describe quantities. • Understand and react to a literary extract about poverty. • Give values to what they have in their lives. • Present the pros and cons of a statement in a discussion. • Present the arguments for and against in an essay. • Write an essay with the following components: introduction, points in favor, points against,

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	conclusion.
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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.

Creating

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Unit 3 From cradle to grave

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Presenting arguments • Closing the generation gap • Describing a person • Understanding dialogue for gist and specific information • Talking about the future with will, going to, present continuous and present simple. 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Students can describe different stages of life orally or in writing by using adjectives, phrasal verbs, time clauses, and colloquial phrases. Students can also talk about how elderly people’s lives can be improved and discuss the generation gap. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can we describe the differences among the following: infancy, childhood, adolescence, adulthood, and old age?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • That stages of life give them different challenges and memories. • That the generation gap can be closed between parents and their kids through conversation and understanding. • The useful phrases to use when debating statements: beginning the debate, giving opinions, giving examples, giving additional information, disagreeing. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about the different stages of someone’s life. • Understand a magazine article about parents and teenagers. • Understand and react to an article about the elderly. • Talk about actions at different times in the future. • Present arguments to support their opinions effectively. • Write a detailed description of a person they admire.
Stage 2 - Assessment Evidence	
Performance Task(s):	Other Evidence:

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- 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

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Unit 4 Man and beast

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Talk about man’s relationship with animals • Understand animal communication • Describe an endangered species • Understand information from sources, such as radio report and presentations • Talk about ability, using nominal clauses with <i>that, what</i> and <i>all</i>, and expressing purpose 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Students will have general understanding of 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is man’s relationship with animals? • How can different animals communicate with each other? Can we categorize them based on the communication method?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Animal parts • How to talk about ability • Different countries’ attitudes towards their pets • Animal communication • How to write a descriptive essay 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the different parts of an animal. • Describe ability in the past, present and future. • Compare different countries’ attitudes towards their pets. • React to a magazine article about animal communication. • Recognize and use nominal clauses in written and spoken English. • Give a presentation on a set topic with confidence. • Write a detailed descriptive essay.

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Stage 2 - Assessment Evidence

Performance Task(s):

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- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Writing short answers, writing for various purposes, writing a position paper, etc.
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- Homework assignments

Other Evidence:

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Unit 5 In the news

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Describe trends • Discuss celebrities’ right to privacy • Write a book review • Understand information from sources, such as news reports and news headlines • Understand reported speech and statements and questions, and using reporting verbs. 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Features of the media and the newspaper as some ways of finding out the news. • How the public influences the media and the celebrities’ right to privacy. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do the media tend to report dramatic stories and omit the more optimistic ones? • What is the influence of the public on the media and the celebrities? • Why do you think people enjoy looking at photos of famous people and reading about their private lives? • What does the word ‘paparazzi’ mean? What language does it come from? • How can you write a review of a book? • How can you write an opinion-based essay?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How newspaper headlines are written. • That there is the price of fame by reading an article about the paparazzi. • When to use and how to interpret graphs and tables. • The components of writing a review of a book. 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the language of newspaper headlines. • Report what people have said and asked. • Understand and react to an article about British newspapers. • Discuss my reaction to an article about the paparazzi. • Report what people have said in a variety of ways. • Interpret graphs and tables, and describe trends.

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	<ul style="list-style-type: none"> • Write a review of a book.
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Stage 2 - Assessment Evidence

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Unit 6 Points of view

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Express opinions • Understand a variety of texts to express students' own opinions • Analyze the structure and language of an opinion essay and paraphrasing • Understand different opinions and listening for gist and specific information • Use question forms, subject and object questions, question tags, and tag questions in discussion 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • That everyone has the right to their own opinion, even if it is extreme, everyone should be able to present their own opinion to others, and they should always be able to give clear reasons for their opinions. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can students structure their own points of view effectively and logically? • Why do you think game shows are so popular with TV audiences around the world? • Can you judge a person from their appearance? • Is your country a better or worse place than it was 50 years ago? Why/why not?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The celebrities known to the world because of their achievements from the challenging physical/mental activities. • The local celebrities known to the society because of their achievements from the challenging physical/mental activities. • The expressions for introducing additional and contrasting points. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use the language of opinions and beliefs. • Write indirect questions. • Discuss different religions and religious leaders. • Understand an article about TV quiz shows. • Use question tags and tag questions. • Express their opinions about a variety of subjects. • Write an opinion-based essay.
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lesson activity

- Motivation
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Unit 7 Putting the world to rights

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Paraphrase discussions of environmental issues • Understand topics, such as food wastage • Introduce a topic, presenting both sides of an argument, and summing up • Understand discussion topics, including environmental issues • Use phrases for advice, obligation and prohibition 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The environmentally friendly measures from different points of view. • How to choose one point and apply it to all the measures 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What practical everyday things can people do to protect the environment from pollution? • What action can you take to help prevent global warming? • Should we make a serious effort to waste less food? If so, how? • How would the ideas help to reduce damage to the environment? • What 'green' measures have been taken in your school to reduce waste and environmental damage?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The expressions for advice, obligation and prohibition. • Animals or natural habitats that are threatened. • What expressions they can use to describe the ideas when they can't remember the correct term. 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Talk about the reasons for and consequences of global warming. • Give advice and talk about obligation and prohibition. • Understand an article about endangered natural environments. • Understand an article about food and waste. • Speculate about events. • Use paraphrasing to describe various options and make decisions in a role-play. • Write a <i>for</i> and <i>against</i> essay.

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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be 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"> • 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 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</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>2. Discussion and presentation:</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 Caught in the net

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Give opinions, agree and disagree • Understand reading of various topics, including second life. • Sequence events in writing a biography of a famous person • Understand a variety of topics, including a radio news item about Facebook privacy • Use modals in the past, mixed conditionals, and adverbial participle clauses 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The Internet and its influence on human lives. • The influence of social networking sites and other online sites on their daily lives. • The issue of privacy in the online sites. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can we deal with the influence of the Internet on our lives and the issues from a variety of online sites? • Why do you think some people are so keen on virtual worlds while others are not interested? What is your own opinion of them? • How would the world be different today if the Internet had never been invented? • If you had left school a year ago, what would your life be like now?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How important the Internet is in their lives. • What is the best thing about the Internet. • What is the worst thing about the Internet. • Why some people are so keen on virtual worlds while others are not interested. • How to give their own opinions and say whether they agree or disagree with others. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe how to use the Internet. • Use modal verbs to talk about the past. • Understand and react to an article about social networking sites. • Understand a magazine article about virtual worlds. • Talk about the consequences of an imaginary event in the past or present. • Discuss their opinions of newspaper stories. • Write the biography of a person.

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Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be 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

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

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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 9 A step on the ladder

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Play a role of a job interview • Make a name for oneself • Write a letter of application and achieving a formal style and layout • Understand conversations at work regarding careers and job interviews • Use habitual behavior (present and past), future in the past, and <i>was/were to have</i> 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Working life through brainstorming and reading materials about job market, careers, and immigration for jobs. • Different jobs, their working hours, pay and what the jobs involve. • The effective way of writing a letter of application. • How to appropriate answer questions at a job interview. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What would working life be like and what's happening in the job market? • What is your dream job? Give reasons. • Would you ever want to work abroad? Why?/Why not? If so, where do you think you might like to go? What would you miss? • Can you ever imagine yourself living permanently in a foreign country? Why?/Why not?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to describe jobs. • How to talk about past and present habits. • How to write a letter of application. • How to effectively answer questions at a job interview. 	<p>Skills: <i>Students will be able to</i></p> <ul style="list-style-type: none"> • Talk about their working life. • Talk about past and present habits. • Understand an article and talk about migration. • Understand a magazine article about a school for musicians. • Use different structures to talk about the future in the past. • Ask and answer questions in a job interview. • Write a letter applying for a job.
Stage 2 - Assessment Evidence	

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<p>Performance Task(s):</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"> • 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 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to 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.

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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

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Analyzing

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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.

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 10 Out of this world

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> Organize and give a presentation on space exploration, discuss many things on space exploration, include qualities of a good astronaut Understand articles about space travel and space exploration Write a narrative using expressions for describing where places are Understand and discussing presentations on space exploration and other related topics Use passive structures and sequencing clauses 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> Human efforts made for space explorations as well as human interests in this area through science fiction stories and movies. Possibilities of extraterrestrials existing and visiting the earth. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What can be learned from space exploration? Is it worth the enormous expense? Why had mankind always been fascinated by the idea of space? Do you think the urge to explore space is a good or bad thing? Can stories in science fiction movies be real so that UFOs really exist and extraterrestrials visit the earth? Are you a fan of science fiction stories? What do you like or dislike about them? What would be the best and worst things about a holiday in space? Would you be interested in spending your holiday in space? Why?/Why not?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> How to identify and use different forms of the passive How to make notes about their opinion and think about their arguments to support it by using the phrases given in the unit: outlining the issue, giving your view, listing points, and giving examples. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Talk about space exploration. Identify and use different forms of the passive. Understand a recorded extract from a classic science fiction novel. Understand and react to an article about going into space. Use advanced passive structures.

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	<ul style="list-style-type: none"> • Present their opinions effectively. • Write a descriptive story.
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