

The Asian International School
Backward Design Based Unit Mapping
English Language Arts (Reading, Speaking & Listening), Starter, 2018-2019
Unit 1 Finding Your Own Place: What Defines Home?

Stage 1 - Desired Results

Established Goal(s):

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

- Command reading strategies, including plan-monitor-visualize, making connections, asking question, determining importance, making inferences, and synthesis.
- Utilizes key vocabulary and academic vocabulary, and use context clues for multiple-meaning words.
- Distinguish among sentence types and use subject-verb agreement.
- Express ideas and feelings, ask and answer questions, and give commands.
- Analyze literary texts based on strategies, including using text evidence, making inferences, and determining main idea.

Understanding(s):

Students will understand ...

- Your own place might begin with you, yourself and it expands to family and friends, neighborhood, and community.
- A person can belong in several different groups.
- Each person has a place in many groups.
- Immigrants may find it harder to feel at home in a new community.

Essential Question(s):

- What defines home?
- Where do you feel most at home?
- What might be your biggest challenge if you had to leave home for some place new?
- What can make immigrants feel as though they belong?
- What can people do to make their neighborhoods feel like home?

Knowledge:

Students will know ...

- Reading strategies are thinking tools that help to understand texts.
- Some words are spelled the same but have different meanings
- A statement is one kind of sentence.
- A personal narrative is nonfiction.
- A person's place is more than where they live and it is a place where they feel comfortable or they belong

Skills:

Student will be able to...

- **Use** reading strategies.
- **Use** context clues for multiple-meaning words.
- Make a self-portrait
- Ask and answer questions
- Give commands

Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course,

Other Evidence:

The following will also be observed, recorded, and

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<p>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.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>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

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2. Discussion and presentation:

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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.

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Evaluating

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Creating

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

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"> • Analyze events and ideas, including plot, and main idea and details. • Utilize key vocabulary and academic vocabulary, and relate words, including word categories, synonyms, and antonyms. • Compare tales across cultures • Distinguish among plural nouns, and use subject-verb agreement and complete sentences. • Express needs and wants, give information, and elaborate. • Sequence paragraphs and write explanatory paragraph. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Earth has many different resources that we use, including water, animals, rocks, and plants. We use resources to get what we need and want. • People can use a body of water such as a lake or river in numerous ways. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we depend on Earth's Resources? • What resources do we use for food? • Why is it important to use resources wisely? • Why is there not always enough water for people to drink? • What are some ways people use water everyday? • What is the difference between need and want?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • There are two major kinds of text: fiction and nonfiction. • Synonyms are words that have nearly the same meaning. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Analyze plot • Analyze main idea and details. • Relate words – word categories, synonyms, and antonyms. • Express needs and wants • Create word categories
Stage 2 - Assessment Evidence	
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Unit 3 Natural Forces: How Should People Deal with the Forces of Nature?

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"> • Analyze text structure (cause and effect) • Analyze author’s viewpoint and characters’ viewpoints. • Utilize key vocabulary and academic vocabulary, and use word parts, including compound words, base words, and suffixes. • Use subject pronouns and helping verbs, and follow pronoun usage. • Engage in conversation, ask and answer questions, and give advice. 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • A viewpoint is what a person thinks. • There are many different forces of nature, such as earthquake, hurricane, and flood. People help each other deal with the forces of nature. Volcanoes could create mountains and islands. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How should people deal with the forces of nature? • What forces of nature can you name? • What do you know about the dangers of Earthquakes?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to determine a narrator’s viewpoint or characters’ viewpoint. • How to analyze text structure (cause and effect) • Word parts – compound words, base words, and suffixes. • How to engage in conversation • How to ask and answer questions • How to give advice 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Discuss vacations • Report on a volcano • Discuss natural forces • Begin an attribute web • Interview a classmate • Compare media accounts
Stage 2 - Assessment Evidence	

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

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"> • Analyze elements of fiction • Analyze character development • Analyze media • Analyze character and plot • Describe people and places • Make comparisons • Describe an event or experience 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Classic characters can bring out different feelings in people. • Plot, character and setting are the elements of fiction. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can a powerful character inspire a range of reactions? • What are some example classic characters? • Why do you think these characters are classic? • When you see a classic character, what reactions do you have? • Why do you have these reactions? • What is character development?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to analyze elements of fiction • How to analyze character development • How to analyze media • How to analyze character and plot • How to describe people and place • How to compare presentations • How to use word parts 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Create a character • Figure out the meaning of a whole word by knowing the meaning of the word parts • Describe a monster • Make a movie poster • Make a compare media chart
Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course,</p>	<p>Other Evidence:</p>

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Unit 5 The Drive To Discover: How Do Discoveries Change Us and the 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"> • Determine main idea and details • Determine theme • Ask for and give information • Engage in discussion 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Writers organize their ideas in different ways. • Dreams can lead to discoveries • When you discover something, you see something or find out about it for the first time. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do discoveries change us and the world? • What discoveries can tell us about the past? • What do you think you might discover in an underwater cave?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to get the facts. • How discoveries affect individuals. • How ideas can change over time. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Ask for and give information • Discuss stories • Make a theme chart • Discuss the ancient past • Conduct research on pyramids
Stage 2 - Assessment Evidence	
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- Discussion and presentation
- Group project that involves research and report writing
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Unit 6 Struggle for Freedom: How Far Should People Go for the Sake of Freedom?

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Determine importance • Make inferences • Use Clue words to determine if a writer used cause and effect as a text structure • Use Context clues • To make comparisons • To express opinions • Use key vocabulary • Use academic vocabulary • Analyze visual details 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Clue words can help us to determine if a writer used cause and effect as a text structure. • There are many kinds of freedom • Different people have different ways of seeking freedom 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How far should people go for the sake of freedom? • What do the people’s expressions tell you about how they’re feeling? • What clues does the illustration give you that the people may be escaping to their freedom?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How people take risks for themselves and others. • How to summarize a presentation. • How to make comparisons. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Use context clues for unfamiliar words. • Identify text structure • Identify cause and effect • Summarize a presentation • Interpret and respond
Stage 2 - Assessment Evidence	
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Unit 7 Star Power: What Can We Learn From the Stars?

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Make inferences • Analyze argument and evidence 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • A persuasive essay is a short piece of nonfiction writing about one subject. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does the author feel about a starry night sky? • How did astronomers first learn about light pollution? • What problem in Snyderville Basin is the editorial 'Preserving the Rural environment' about?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to make an argument chart • The effect of light pollution 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Find out how civilization influences our ability to observe the night sky and nature's ability to rely on it.
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report writing

- Homework assignments

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

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Analyze Author’s Purpose and Tone • Use context clues 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Most magazine articles are nonfiction; Many have headings to divide the text into readable parts; It uses photos and captions. • Figurative language consists of words and phrases that have meanings outside of what the words mean by themselves. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do you think many people make masks to express their beliefs about important matters like good and evil and death?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Magazine Article • Figurative language 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • To make an Author’s purpose chart • Use the context to figure out the meaning of words or phrases
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.) • Discussion and presentation • Group project that involves research and report writing 	<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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- Homework assignments

Stage 3 – Learning Plan

Learning Activities:

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

1. Individual/pair/small group activity

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

2. Discussion and presentation:

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

3. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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