

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 1 Reading: Short Passage Skill Practice

Stage 1 - Desired Results

Established Goal(s):

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

- Understand Details
- Identify Topics and Paraphrasing
- Recognize Coherence
- Understand Referents and Vocabulary
- Make Inferences and Establishing Purpose
- Complete summaries and Tables

Understanding(s):

Students will understand the following:

Skill A Understanding Details

1. Identifying Facts
2. Identifying Negative Facts

Skill B Identifying Topics and Paraphrasing

Skill C Recognizing Coherence

Skill D Understanding Referents and Vocabulary

1. Vocabulary
2. Referents

Skill E Making Inferences and Establishing Purpose

1. Making Inferences
2. Establishing Purpose

Skill F Completing Summaries and Tables

1. Completing Summaries
2. Completing Tables

Essential Question(s):

- What are the necessary skills for students to use when practicing reading skills with short reading passages?
- How can students improve reading speed?
- How can students understand words in reading that they don't know the meaning of?

Knowledge:

Students will know the reading skills...

- Understanding details
- Identifying topics and paraphrasing
- Recognizing coherence
- Understanding referents and vocabulary
- Making inferences and establishing purpose
- Completing summaries and tables

Skills:

Students will be able to apply the following skills to a variety of different texts...

- Understanding details
- Identifying topics and paraphrasing
- Recognizing coherence
- Understanding referents and vocabulary
- Making inferences and establishing purpose
- Completing summaries and tables

Stage 2 - Assessment Evidence

Performance Task(s):

Other Evidence:

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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.

- Analysis
- Compare and contrast
- Writing short answers, writing for various purposes, writing a position paper, etc.
- Discussion and presentation
- Group project that involves research and report writing
- Synthesis and evaluation
- 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. Computer Lab Activity

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher's website.

2. 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.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 2 Reading: Long Passage Skill Practice

Stage 1 - Desired Results

Established Goal(s):

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

- Understand Details
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- Understand Referents and Vocabulary
- Make Inferences and Establishing Purpose
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Understanding(s):

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1. Vocabulary
2. Referents

Skill E Making Inferences and Establishing Purpose

1. Making Inferences
2. Establishing Purpose

Skill F Completing Summaries and Tables

1. Completing Summaries
2. Completing Tables

Essential Question(s):

- What are the strategies for students to use in order to develop the skills with longer reading passages?
- How can students read longer reading passages within limited time?
- How can students figure out vocabulary words they don't clearly know the meaning of during reading?

Knowledge:

Students will know the reading skills...

- Understanding details
- Identifying topics and paraphrasing
- Recognizing coherence
- Understanding referents and vocabulary
- Making inferences and establishing purpose
- Completing summaries and tables

Skills:

Students will be able to apply the following skills to a variety of different texts...

- Understanding details
- Identifying topics and paraphrasing
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- Making inferences and establishing purpose
- Completing summaries and tables

Stage 2 - Assessment Evidence

Performance Task(s):

Other Evidence:

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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- Synthesis and evaluation
- Homework assignments

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

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

Stage 3 – Learning Plan

Learning Activities:

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 3 Reading: Focus - Summarizing Information

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"> • Do summaries from Prompts • Do summaries from Charts and Tables 	
<p>Understanding(s): <i>Students will understand the following:</i></p> <p>1. Summarizing is putting the main ideas of a source into your own words.</p> <ul style="list-style-type: none"> • Summaries should include only the main points. Summaries, therefore, should be shorter than the original source and present a broad overview of the source. <p>2. A summary is different from a paraphrase.</p> <ul style="list-style-type: none"> • A paraphrase focuses on a specific part of a passage and rewords it, while a summary gives the general ideas of an entire passage. A summary avoids specific details or examples and should be more concise than the original source material. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What are the tips for students to use to improve summarizing skills? • How can students improve their ability to summarize a text?
<p>Knowledge: <i>Students will know the following reading skills...</i></p> <ul style="list-style-type: none"> • Summarizing is putting the main ideas of a source into your own words. • A summary is different from a paraphrase. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Improve the ability to summarize from Prompts • Improve the ability to summarize from Charts and Tables
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"> • Analysis • Compare and contrast • Writing short answers, writing for various 	<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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>purposes, writing a position paper, etc.</p> <ul style="list-style-type: none"> • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • Homework assignments 	<ul style="list-style-type: none"> • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

Learning Activities:

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5. 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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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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 Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 1 Listening: Short Passage Skill Practice

Stage 1 - Desired Results

Established Goal(s):

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

- Understand Main Ideas and Organization
- Understand Details and Facts
- Determine Reasons, Purposes, and Attitudes
- Match Words and Categories
- Make Inferences and predictions
- Place Steps in a Sequence

Understanding(s):

Students will understand the following:

Skill A Understanding Main Ideas and Organization

1. Identifying Main Ideas
2. Understanding Organization

Skill B Understanding Details and Facts

Skill C Determining Reasons, Purposes, and Attitudes

1. Recognizing Reasons and Purposes
2. Understanding Attitudes

Skill D Matching Words and Categories

Skill E Making Inferences and Predictions

1. Inference
2. Prediction

Skill F Placing Steps in a Sequence

Essential Question(s):

- What are the necessary skills for students to use to practice necessary listening skills with short listening passages?
- How can students figure out the meanings of unknown words for them that may be crucial to understand what they are listening?
- How can students separate main ideas from details during listening?

Knowledge:

Students will know the listening skills...

- Understanding main ideas and organization
- Understanding details and facts
- Determining reasons, purposes, and attitudes
- Matching words and categories
- Making inferences and predictions
- Placing steps in a sequence

Skills:

Students will be able to...

- Understand Main Ideas and Organization
- Understand Details and Facts
- Determine Reasons, Purposes, and Attitudes
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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

Other Evidence:

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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Creating

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 2 Listening: Long Passage Skill Practice

Stage 1 - Desired Results

Established Goal(s):

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

- Understand Main Ideas and Organization
- Understand Details and Facts
- Determine Reasons, Purposes, and Attitudes
- Match Words and Categories
- Make Inferences and predictions
- Place Steps in a Sequence

Understanding(s):

Students will understand the following:

Skill A Understanding Main Ideas and Organization

1. Main Ideas
2. Organization

Skill B Understanding Details and Facts

Skill C Determining Reasons, Purposes, and Attitudes

1. Reason and Purpose
2. Attitude

Skill D Matching Words and Categories

Skill E Making Inferences and Predictions

1. Inferences
2. Predictions

Skill F Placing Steps in a Sequence

Essential Question(s):

- What are the necessary strategies for students to use to develop listening skills with long listening passages?
- How can students understand unknown vocabulary words to comprehend the main idea of a passage?
- How can students understand the hidden meaning of a phrase or a sentence that affects the overall understanding of a text?

Knowledge:

Students will know how to use the following listening skills...

- Understand Main Ideas and Organization
- Understand Details and Facts
- Determine Reasons, Purposes, and Attitudes
- Match Words and Categories
- Make Inferences and predictions
- Place Steps in a Sequence

Skills:

Students will be able to...

- Identify Main Ideas and Organization
- Describe Details and Facts
- Determine Reasons, Purposes, and Attitudes
- Match Words and Categories
- Make Inferences and predictions
- Place Steps in a Sequence

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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considered for the final grade of students in each lesson activity

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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Unit 3 Listening: Note-taking

Stage 1 - Desired Results

Established Goal(s):

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

- Note-take with Tables
- Note-take with Diagrams

Understanding(s):

Students will understand the following:

1. When note-taking:

- Use the organization of a lecture: Introduction, thesis, body, summary. Then, you can easily categorize the lecture for your notes.
- Pay special attention to the introduction to get an idea of the topic and the organization of the lecture. You can use this information as a road map to listen more effectively a summary by the speaker is critical when checking for missed information.
- Think ahead. Anticipate what the speaker might say next.
- Take notes of the major points and connections. Try not to get lost with minor points and details.
- Do not try to write everything down, it may lead to distraction or confusion about the focus of the lecture.
- Try to take notes in your own words. It will help you summarize the lecture later.

2. Helpful techniques for note-taking

- Try to take notes in lists of one line.
- Use margins to keep a key to important names, dates, formulas, etc., on one side and the outline on the other. Draw arrows for connecting or ordering ideas.
- Note the organization of the passage, whether it uses contrast, comparison, etc. it may be effective to use a column (just a vertical line between two categories) to group information.
- Create topic headings and indent subtopics.
- Listen for cues such as transitional words,

Essential Question(s):

- What are the tips for students to use in order to improve note-taking skills?
- How can students improve the speed of note-taking?
- How do students know when they have take notes?

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>repetition of certain phrases. Changes in voice, numbers of points, etc.</p> <ul style="list-style-type: none"> • Used abbreviations and symbols wisely for commonly occurring words and names. It will increase your note-taking speed. • Use diagrams, pictures, or webs where necessary. • Group related ideas with brackets and arrows. • Make your notes neat and legible enough for your own reading. Do not be concerned about how it looks to others. <p>Develop your own system and own abbreviations. You can even create abbreviations with your native language if it is more effective.</p>	
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<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to note-take • Helpful techniques for note-taking 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand tables and diagrams in the texts • Note-take with Tables • Note-take with Diagrams • Apply the skills to other contexts
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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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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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.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. 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.

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 1 Speaking: Thinking and Speaking

Stage 1 - Desired Results

Established Goal(s):

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

- Independent Speaking: Organizing Speech
- Integrated Speaking: Synthesizing Information
- Integrated Speaking: Stating Opinions and Summarizing

Understanding(s):

Students will understand the following:

Skill A Independent Speaking: Organizing Speech

- Describing a personal experience or expressing a personal preference
- Organizing ideas
- Expressing a clear topic statement and the supporting points
- Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation

Skill B Integrated Speaking: Synthesizing Information

- Understanding information in reading and listening passages
- Taking notes of important information and using this information in your spoken response
- Synthesizing background information with more specific information
- Synthesizing the information given in the reading and listening; using the points in the listening to highlight principles or differences in the reading
- Recognizing a speaker’s purpose and attitude
- Paraphrasing information

Skill C Integrated Speaking: Stating Opinions and Summarizing

- Understanding the key information in listening passages
- Taking notes of important information and using this information in your spoken response
- Paraphrasing information
- Expressing an opinion or preference
- Supporting an opinion with reasons or examples

Essential Question(s):

- What are the necessary skills for students to use to improve organizing and synthesizing information?
- How can students improve academic words so they can use them in their speaking activities?
- How can students improve skills of speaking in different settings, including one-on-one, in small groups, and in big groups?

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>Knowledge: <i>Students will know how to use the following skills...</i></p> <ul style="list-style-type: none"> • Independent Speaking: Organizing Speech • Integrated Speaking: Synthesizing Information • Integrated Speaking: Stating Opinions and Summarizing 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Improve the ability to do independent speaking • Improve the ability to do integrated speaking
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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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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. Computer Lab Activity</p> <p>This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher’s website.</p> <p>2. 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</p>

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

meanings from the context.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 2 Speaking: Making Speech Coherent

Stage 1 - Desired Results

Established Goal(s):

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

- Independent Speaking: Test Questions 1 and 2
- Integrated Speaking: Test Questions 3 and 4
- Integrated Speaking: Test Questions 5 and 6

Understanding(s):

Students will understand the following:

Skill A Independent Speaking: Test Questions 1 and 2

1. A response to the independent speaking question usually has these components:

- An introduction to the general topic of the essay: usually 1 sentence, but this can be skipped
- A statement of your opinion: generally 1 sentence
- Your reasons (2) + examples/details to support them: 1 or 2 sentences each

2. Before Speaking:

- Choose an opinion that is easily supported
- Organize the flow of your response in your mind
- Make sure that you have adequate reasons and examples

3. When Speaking:

- Make a clear statement of your opinion on the given topic
- State clear reasons for your opinion
- Use concrete examples
- Use transitions to order the flow of your speech

Skill B Integrated Speaking: Test Questions 3 and 4

1. Responses for the integrated speaking generally include the following parts:

(1) Question 3

- A statement of the problem or situation, as expressed in the reading
- A statement of the speaker's opinion, as introduced in the conversation
- His or her reasons + additional information, as taken from the conversation

Essential Question(s):

- What are the necessary skills for students to use to improve coherence in speaking?
- How can students improve academic words so they can use them in their speaking activities?
- How can students improve skills of speaking in different settings, including one-on-one, in small groups, and in big groups?

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

(2) Questions 4

- A statement of the main idea or topic of the reading and lecture
- Key points that are similar
- Key points that contrast

2. Before Speaking:

- Identify the topic and supporting details
- Organize the flow of your response in your mind
- Make sure that you have adequate reasons and examples

3. While Speaking

- Begin your response by clearly stating the opinion/main idea of the reading and the dialog/lecture
- Give reasons or details from the dialog or lecture to support your opinion
- Make sure statements are clearly connected so that the scorer will more easily understand your points.

Skill C Integrated Speaking: Test Questions 5 and 6

1. Responses for the integrated speaking generally include the following parts:

- A statement of the problem or situation, as expressed in the conversation
- A statement of suggested solutions, as mentioned in the conversation
- Your opinion of these suggested solutions
- Your reasons + examples and details to support them
- A summary of the main points of the lecture

2. Before Speaking:

- Choose an opinion most easily supported
- Organize the flow of your talk in your mind
- Make sure that you have adequate reasons and examples

3. When Speaking

- Make a clear statement of your opinion on the given topic
- State clear reasons for your opinion
- Use concrete examples
- Use transitions to indicate the flow of your speech

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>Knowledge: <i>Students will know how to apply the following skills to other contexts...</i></p> <ul style="list-style-type: none"> • Independent Speaking • Integrated Speaking 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Improve the ability to do independent speaking • Improve the ability to do integrated speaking
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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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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. Computer Lab Activity</p> <p>This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher’s website.</p> <p>2. 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</p>

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

meanings from the context.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 3 Speaking: Speaking Naturally

Stage 1 - Desired Results	
<p>Established Goal(s): At the end of the unit, students will be able to improve the following areas:</p> <ul style="list-style-type: none"> • Pronunciation • Word and Sentence Stress • Pausing 	
<p>Understanding(s): <i>Students will understand the following:</i></p> <p>1. During the speech:</p> <ul style="list-style-type: none"> • Open your mouth while speaking. Try not to mumble. • Pay special attention to the pronunciation of content words and key terms. • Stress each syllable correctly and accurately. • Speak in sentences or phrases, not word by word. • Speak with appropriate speed. Do not speak too quickly. <p>2. When you practice:</p> <ul style="list-style-type: none"> • Practice speaking by writing down every word you say, marking each place where you pause or vary intonation. • Examine this transcript of your speech and look for possible mistakes. Practice these parts again, focusing on correcting the previous mistakes. • Record and listen to your speech. Note any problem areas for improvement. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can students improve both their fluency and clarity of speech? • What is the ideal way of practicing pronunciation, and word and sentence stress? • What is the best way of improving the skill of pausing?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The detailed rules of pronunciation • The detailed rules of Word and Sentence Stress • The detailed rules of Pausing 	<p>Skills: <i>Students will be able to apply the rules of the following areas to other contexts...</i></p> <ul style="list-style-type: none"> • Pronunciation • Word and Sentence Stress • Pausing
Stage 2 - Assessment Evidence	
Performance Task(s):	Other Evidence:

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • Homework assignments 	<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. Computer Lab Activity

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher’s website.

2. 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.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 1 Writing: Thinking and Writing

Stage 1 - Desired Results

Established Goal(s):

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

- Integrated Writing: Organizing Information
- Integrated Writing: Paraphrasing
- Independent Writing: Brainstorming
- Independent Writing: Writing Thesis Statements and Topic Sentences

Understanding(s):

Students will understand the following:

Skill A Integrated Writing: Organizing Information

- Understanding information from both reading and listening passages
- Taking notes on the reading and listening passages
- Using information from your notes in your writing
- Synthesizing the information taken from both the reading and listening passages

Skill B Integrated Writing: Paraphrasing

- Understanding the original text accurately
- Using your own words to convey essential information and ideas from the reading and listening
- Being able to express the same information using different vocabulary and sentence structure

Skill C Independent Writing: Brainstorming

- Describing a personal experience
- Expressing an opinion on an issue and supporting it with concrete examples and details
- Organizing ideas in an effective way

Skill D Independent Writing: Writing Thesis Statements and Topic Sentences

- Stating your opinion or thesis clearly
- Stating clear and strong topic sentences that support the thesis

Essential Question(s):

- What are the skills for students to use to improve the basic writing skills of brainstorming, organizing, and paraphrasing?
- How can students improve coherence and cohesion in their writing?
- How can students improve academic vocabulary in writing?

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The concept of integrated writing • The concept of independent writing • How to apply the skills to other contexts 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Utilize integrated writing skills • Utilize independent writing skills
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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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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. Computer Lab Activity</p> <p>This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher’s website.</p> <p>2. 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</p>

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

meanings from the context.

3. Discussion and presentation:

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4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. 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:

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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.

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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.

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit 2 Writing: Making Writing Complete

Stage 1 - Desired Results

Established Goal(s):

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

- Integrated Writing: Making Connections
- Independent Writing: Making Ideas Flow

Understanding(s):

Students will understand the following:

Skill A Integrated Writing: Making Connections

- After determining the framework of your essay, further consideration must be given to the organization within the paragraphs themselves. First paragraph contains (1) the main idea of the whole response, (2) one key point, (3) examples and/or connection to the reading. Supporting paragraphs contain (1) additional key points and (2) examples and/or connection to the reading.
- When developing your points, make sure that the statements are well connected so that the relationships between ideas can be seen clearly.
- Use transitional words and phrases to indicate the relationships among ideas
- Use appropriate expressions to indicate when citing the source.

Skill B Independent Writing: Making Ideas Flow

- Characteristics of a good introduction: is one paragraph, is an introduction to the general topic of the essay, includes the thesis statement and a restatement of the question, includes points that will be discussed or elaborated on in the body
- Characteristics of a good body: can be several (1-3) paragraphs, has a topic sentence for each paragraph that states the main idea of that paragraph, has specific examples, reasons, or other details, includes other sentences that link ideas or show transitions between ideas
- Characteristics of a good conclusion: is one paragraph, has a restatement of your thesis in different words, has a summary of your main

Essential Question(s):

- What are the strategies for students to use in order to develop writing skills by making connections?
- What are the strategies for students to use to develop writing skills by making ideas flow?
- How can students improve coherence and cohesion in their writing?
- How can students improve academic vocabulary in writing?

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<p>points, includes one or both of the following, a consideration of the opposite opinion, a recommendation</p>	
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to apply the skill of integrated writing to other contexts • How to apply the skill of independent writing to other contexts 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Increase the ability to do integrated writing • Increase the ability to do independent writing

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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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.

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The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

student work expected on a specific day will be posted on the teacher's website.

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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.

The Asian International School
 Unit Backward Design
 English Language Arts, TOEFL Intermediate, 2017-2018
 Unit 3 Writing: Writing Grammar

Stage 1 - Desired Results

Established Goal(s):

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

- Verb Tenses
- Word Forms
- Subject-Verb Agreement
- Sentence Fragments and Run-Ons
- Noun Phrases and Clauses
- Coordinating Conjunctions and Coordinating Adverbs

Understanding(s):

Students will understand the following:

1. In order to make an essay clear and understandable, you need to do the following:

- Organize a coherent essay
- Use transitional expressions to clarify the flow of ideas
- Incorporate appropriate vocabulary to express ideas precisely
- Use a range of grammar and structures

2. When you review your essay, these tips can help you make it better:

- Check for errors in tense
- Check for word form
- Make certain each verb agrees with its subject
- Avoid sentence fragments and run-ons
- Use noun phrases and noun clauses correctly
- Make sure sentences are connected using the appropriate conjunctions and adverbs

Essential Question(s):

- What are the tips for students to use in order to improve sentence structure and word choice?
- How can students improve coherence and cohesion in their writing?
- How can students improve academic vocabulary in writing?

Knowledge:

Students will know ...

- Verb Tenses
- Word Forms
- Subject-Verb Agreement
- Sentence Fragments and Run-Ons
- Noun Phrases and Clauses
- Coordinating Conjunctions and Coordinating Adverbs

Skills:

Students will be able to improve their work in...

- Verb Tenses
- Word Forms
- Subject-Verb Agreement
- Sentence Fragments and Run-Ons
- Noun Phrases and Clauses
- Coordinating Conjunctions and Coordinating Adverbs

Stage 2 - Assessment Evidence

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

<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"> • Analysis • Compare and contrast • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Synthesis and evaluation • 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. Computer Lab Activity

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics from the textbook. However, all students are doing will be completed through the Internet: they work in the Internet and submit their projects or assignments in the Internet as well. Details of student work expected on a specific day will be posted on the teacher’s website.

2. 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.

3. 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.

4. Research Paper:

Students will work on one or two research papers during the coursework. Details will be announced in the class

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

meeting. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher's guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

5. Critical Thinking Activities

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

Applying

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

Analyzing

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

Evaluating

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

Creating

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

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018
Unit: English Grammar

Stage 1 - Desired Results

Established Goal(s):

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

- Tenses
- The future
- Modals and semi-modals
- Linking verbs, passives, questions
- Verb complementation: what follows verbs
- Reporting
- Nouns

Understanding(s):

Students will understand the following:

- Grammar is interrelated with all other language skill areas – reading, writing, speaking, and listening. Therefore, one of the best ways to measure student progress made in grammar skills will be keeping track of their progress made in those skill areas. Therefore, grammar instructors will keep an eye on individual student achievement through the measurement tools utilized by the TOEFL iBT teachers. In addition, grammar teachers will also keep track on student improvement made in their own sessions by implementing regular in-class assessments and by considering classroom performances of students.

Essential Question(s):

- What can students do to improve the skill of grammar?
- How do students know whether their grammar skills are improving throughout the coursework?

Knowledge:

Students will know ...

- That grammar is basic to all other skills
- That grammar knowledge can be improved by integrating the other skills into any kind of activity
- That grammar knowledge can be better improved through work on a variety of different texts and genres

Skills:

Students will be able to do better in grammar in the following areas:

- Tenses
- The future
- Modals and semi-modals
- Linking verbs, passives, questions
- Verb complementation: what follows verbs
- Reporting
- Nouns

Stage 2 - Assessment Evidence

The Asian International School
Unit Backward Design
English Language Arts, TOEFL Intermediate, 2017-2018

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