

**The Asian International School**  
**Unit Backward Design**  
**ELA/ Writing, Starter, 2018-2019**  
**Unit 1 Finding Your Own Place**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use different kinds of sentences, such as statement, question, command and exclamation.</li> <li>• Construct coherent and understandable sentences.</li> <li>• Write independently about the following topics: a) about someone who makes them feel special b) an email to a pen pal c) a description of an event or celebration.</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• adding enough details, when writing about someone, will make statements clear and interesting.</li> <li>• using varied sentences makes writing enjoyable and understandable to read.</li> <li>• events or celebration in the community is an interesting topic to write about.</li> <li>• they can communicate their ideas well by using different kinds of sentences.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What defines home?</li> <li>• Why are clear and interesting statements important in writing?</li> <li>• How do you make your readers enjoy and understand your piece of writing?</li> <li>• What events or celebration do your communities have? What do you do during the event?</li> <li>• What are the different kinds of sentences?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• that each person may have his/her own definition of home.</li> <li>• the celebrations that they have in their communities.</li> <li>• how to make their writing interesting and enjoyable.</li> <li>• the kinds of sentences and their uses.</li> <li>• the grammar points highlighted in the writing topics.</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• discuss their definitions of home and cite specific examples.</li> <li>• construct sentences that include enough details.</li> <li>• use varied sentences to make writing understandable and enjoyable.</li> <li>• describe an event or celebration in their community and write about it.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>In this unit, Writing assessment will be:</p>	<p><b>Other Evidence:</b></p> <p>Here are some other activities that will assess students'</p>

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<p>A. Formative</p> <ul style="list-style-type: none"> <li>• Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Learning Log: Write About Someone You Know</u> Connection of the topic to my life: My family and friends always make me feel at home. They .....</p> </div> <ul style="list-style-type: none"> <li>• Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.</li> <li>• Writing Tasks: <i>Write About Someone You know, Write a Message, Write About a Special Event.</i></li> <li>• Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</li> </ul> <p>Quiz 1. descriptive words and describe a friend</p> <p>Quiz 2. answer the questions about the photos and writing questions</p> <p>Quiz 3. describe the events in the photos and discuss how they celebrate the events</p>	<p>performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> <li>• Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</li> </ul> <p>C. Other assessments</p> <ul style="list-style-type: none"> <li>• Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</li> <li>• Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

Topic 1: <b>Write About Someone You Know</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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<b>Topic 2: Write a Message</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About a Special Event</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 2 Water for Life**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use the correct plural forms of the nouns
- recall the rules in subject-verb agreement and apply them in their sentences.
- apply their knowledge about different bodies of water.
- write a) about water b) what they know about river, lake, ocean, or stream c) about a day at a river.

**Understanding(s):**

*Students will understand that...*

- water is very important in people’s every day life.
- using nouns allows readers to create pictures in their minds.
- it is important to express their thoughts completely, especially when they share information.
- precise and interesting action verbs make writing more realistic.

**Essential Question(s):**

- How do we depend on Earth’s Resources?
- Can you enumerate the uses of water in your daily life?
- What are nouns? Why are they important in writing?
- How do you make your writing understandable and realistic?

**Knowledge:**

*Students will know...*

- that water is very important to people.
- the uses of water in their daily lives.
- how to write sentences with complete thoughts.
- what nouns are, and how to use them in sentences.

**Skills:**

*Student will be able to...*

- tell in class importance of Earth’s resources to people.
- list the uses of water in their everyday lives.
- use the correct spelling and plural forms of nouns.
- write paragraphs with complete sentences.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:

A. Formative

- Learning Logs: At the end of every topic, the students are given 5 minutes to write

**Other Evidence:**

Here are some other activities that will assess students’ performance:

B. Summative

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questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About a Situation

Connection of the topic to my life: Life would be really hard without water. Our lives would be....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) about water b) what they know about river, lake, ocean, or stream c) about a day at a river.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. tell what the people need in the photos and use the correct nouns  
 Quiz 2. discuss the photo and tell whether the sentences are complete  
 Quiz 3. describe the photo and find the mistakes in the paragraphs

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About a Situation**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

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<b>Topic 2: Write About Water</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About a Day at a River</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 3 Natural Forces**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use subject pronouns in place of nouns to make sentences smooth.
- recall their experiences in a storm or a natural disaster.
- cite specific examples and include complete details when giving advice to people, especially during natural disaster
- write a) About an Interesting Place b) About a Natural Disaster c) Advice

**Understanding(s):**

*Students will understand that...*

- using the same words in writing makes it choppy and hard to read.
- natural disaster is a phenomenon that people experience.
- clear sentences make writing easy to follow and understand.
- in giving advice, they should give ideas and include enough details.

**Essential Question(s):**

- How should people deal with the forces of nature?
- Have you experienced being in storm or any other natural disaster? Can you tell your experience?
- How do you make your sentences easy to follow and understand?
- What advice should you give to people who live in earthquake prone areas? Do you have any safety tips for these peoples?

**Knowledge:**

*Students will know ...*

- that natural disaster is calamitous, so they should be well prepared if it happens.
- the experiences of other people or their classmates during natural disaster.
- the advice that they can give to people, especially those who live in an Earthquake prone area.
- the grammar points emphasized in the writing topics.

**Skills:**

*Student will be able to...*

- discuss in class what they know about nature and natural disaster.
- share in groups or pairs about their own experiences or stories about people who survive natural disaster.
- use modal verbs in giving advice.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

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In this unit, Writing assessment will be:

**A. Formative**

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write Advice

Connection of the topic to my life: During Earthquake, you should....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: a) *About an Interesting Place* b) *About a Natural Disaster* c) *Advice*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. talk with a partner about the photo and name other interesting places in their country

Quiz 2. name the natural disasters and answer the given questions

Quiz 3. talk about the natural disasters and give advice to people

Here are some other activities that will assess students' performance:

**B. Summative**

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

**C. Other assessments**

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About an Interesting Place**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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<b>Topic 2: Write About a Natural Disaster</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write Advice</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 4 Creepy Classics**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use adjectives and adverbs to create pictures in their readers’ minds.
- imagine a creepy situation and describe it.
- tell in class their experiences watching a play or performance.
- write a) About a Creepy Situation b) to Compare Creepy Situations c) About a Performance.

**Understanding(s):**

*Students will understand that...*

- adjectives help readers to imagine a situation or a story.
- adverbs are used to tell how, when, or where an action happened, and they also make adjectives and other adverbs stronger.
- using participial phrases makes writing more interesting.
- sentence variation is important in writing about a play or performance.

**Essential Question(s):**

- How can a powerful character inspire a range of reactions?
- What are adjectives and adverbs? How do you them in sentences?
- How can readers create a mental image of your story?
- Can you make your writing interesting?

**Knowledge:**

*Students will know...*

- people’s reactions about what they read are sometimes inspired by the characters.
- The uses of adjectives and adverbs in sentences.
- the words and phrases that make readers create mental images.
- how to make writing interesting.
- how to apply the grammar points highlighted in the topics.

**Skills:**

*Student will be able to...*

- discuss in class a creepy situation that they experienced and share what she felt at that time.
- use descriptive words, such as adjectives and adverbs, to make writing clear and interesting.
- choose words that will make their stories realistic.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:

**Other Evidence:**

Here are some other activities that will assess students’

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<p><b>A. Formative</b></p> <ul style="list-style-type: none"> <li>• Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Learning Log: Write About a Creepy Situation</u></p> <p>Connection of the topic to my life: Last year, my family visited a place called the island of the dolls...</p> </div> <ul style="list-style-type: none"> <li>• Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.</li> <li>• Writing Tasks: <i>a) Write About a Creepy Situation, b) Write to Compare Creepy Actions c) Write About a Performance.</i></li> <li>• Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.</li> </ul> <p>Quiz 1. discuss about the photo and share their experiences using the given adjectives          Quiz 2. compare the two horror films and identify the mistakes in the paragraph          Quiz 3. talk about the photos and find the participial phrases in the sentences</p>	<p>performance:</p> <p><b>B. Summative</b></p> <ul style="list-style-type: none"> <li>• Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.</li> </ul> <p><b>C. Other assessments</b></p> <ul style="list-style-type: none"> <li>• Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.</li> <li>• Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.</li> </ul>
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**Stage 3 - Learning Plan**

<b>Learning Activities:</b>		
<b>Topic 1: Write About a Creepy Situation</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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<b>Topic 2: Write to Compare Creepy Actions</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About a Performance</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 5 The Drive to Discover**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- use the correct verb tenses – present tense or past tense.
- recall their discoveries when they were young and discuss them in class.
- apply the revision highlighted in the model paragraphs.
- write a) about something that they discovered when they were younger b) about their own personal discoveries c) about a moment in history that they know about.

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

- discoveries have greatly changed the world.
- past tense of the verb is used for actions that already happened.
- verb tenses, either past or present, tells when things happen.
- in writing about a discovery, it is important to let the readers know when things happened and how it affects people today.
- correct verb tense should be used, especially when combining the past and present events.

**Essential Question(s):**

- How do discoveries change the world?
- When do you use the present tense or the past tense?
- Why is it important to use the correct verb tense?
- Do you know any discovery? How does it affect people’s lives today?

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

- important discoveries that change the world.
- how discoveries affect people’s lives.
- the difference of present tense from the past tense, in forms and uses.
- how to use the correct forms of verbs in sentences.
- how to apply the grammar points highlighted in the topics.

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

- cite examples of the discoveries that they know and tell how it changes the world.
- use the correct verb tense in writing about the present or the past.
- apply what they know about present tense and past tense – their forms and usage.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

**Other Evidence:**

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In this unit, Writing assessment will be:

**A. Formative**

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About the Past and Present

Connection of the topic to my life: The discovery of airplanes...

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *Write About the Past, Write About the Past, Write About the Present and Past.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. remember their childhood and complete the sentences with correct verbs

Quiz 2. talk about their childhood and write sentences using past simple tense

Quiz 3. compare how people communicate in the past and present

Here are some other activities that will assess students' performance:

**B. Summative**

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

**C. Other assessments**

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About the Past**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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<b>Topic 2: Write About the Past</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About the Present and the Past</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 6 Struggle for Freedom**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b></p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• use pronouns correctly to make writing clear.</li> <li>• apply sentence variation in their paragraphs to make writing more interesting.</li> <li>• recall the uses of reflexive and intensive pronouns.</li> <li>• compare the model paragraphs and take note of the highlighted grammar points.</li> <li>• write a) about freedom b) about a new home c) about human rights</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• people want freedom.</li> <li>• using correct pronouns creates clarity, and sentence variation keeps hold of the reader’s interest.</li> <li>• reflexive and intensive pronouns provide clarity and give emphasis in writing.</li> <li>• they can take note and apply the grammar points emphasized in the model paragraphs.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How far should people go for the sake of freedom?</li> <li>• Have you or your family moved to another place? How does it feel?</li> <li>• Can you imagine yourself or your family fighting for freedom?</li> <li>• How do you make your writing interesting?</li> <li>• How do you achieve clarity and emphasis?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that people can do anything for the sake of freedom.</li> <li>• the benefits as well as the challenges in moving from one place to another.</li> <li>• different pronouns – object, subject, reflexive and intensive – and their uses in sentences.</li> <li>• the grammar points emphasized in each topic.</li> </ul>	<p><b>Skills:</b>  <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• discuss the things that people have done for the sake of freedom.</li> <li>• determine the benefits and challenges of moving.</li> <li>• use different pronouns to emphasize and make writing clear.</li> <li>• write about the given topics and follow the highlighted grammar points.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>In this unit, Writing assessment will be:  A. Formative</p>	<p><b>Other Evidence:</b></p> <p>Here are some other activities that will assess students’ performance:</p>

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- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About a New Home

Connection of the topic to my life: My family has moved 2 times within the year...

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) Write about freedom b) Write about a new home c) Write about human rights*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. discuss about freedom

Quiz 2. questions about living with relatives or family

Quiz 3. use reflexive and intensive pronouns

**B. Summative**

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

**C. Other assessments**

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About Freedom**

Topic 1: <b>Write About Freedom</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

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<b>Topic 2: Write About a New Home</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About Human Rights</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 7 Star Power**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- provide enough details to make their stories realistic.
- use correct possessive pronouns and adjectives to add clarity.
- imagine an adventure on a real planet or an imaginary planet.
- organize their paragraphs according to the writing plan.
- write a) about a character in space b) an adventure c) the night sky.

**Understanding(s):**

*Students will understand that...*

- people use the stars in the past for different purposes.
- stories come to life by adding details.
- adding details and dialogue makes a story interesting.
- possessive pronouns are used to show ownership.
- prepositional phrases help to create variation in sentences.

**Essential Question(s):**

- What can we learn from the stars?
- What are possessive pronouns? How are they used in sentences?
- Which do you think is more interesting – an adventure on Earth or other planets?
- Why are dialogues important in writing a story?
- Have you experienced watching the sky at night? Have you seen something extraordinary in the night sky?

**Knowledge:**

*Students will know...*

- that the stars are important tools for navigation and farming in the past.
- possessive pronouns and adjectives, and their uses in sentences
- how to use their imagination and apply it in writing.
- the importance of dialogue and adding details in writing.
- that the sky beholds an amazing view at night.

**Skills:**

*Student will be able to...*

- discuss what they know about the stars, especially their uses in the past.
- use possessive pronouns and adjectives correctly in their sentences.
- cite their own examples of their adventures on other planets.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

In this unit, Writing assessment will be:

**Other Evidence:**

Here are some other activities that will assess students'

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**A. Formative**

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About an Adventure

Connection of the topic to my life: My spacecraft was adrift in the Pinwheel galaxy....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *write a) about a character in space b) an adventure c) the night sky*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. discuss about Sci-fi films and write sentences using possessive pronouns  
Quiz 2. use possessive pronouns and adjectives  
Quiz 3. describe the night sky

performance:

**B. Summative**

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

**C. Other assessments**

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About a Character in Space**

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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<b>Topic 2: Write About an Adventure</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About the Night Sky</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

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**Unit 8 Art and Soul**

**Stage 1 - Desired Results**

**Established Goal(s):**

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

- share their ideas about the music they like.
- use complete sentences to make sentences clear and understandable.
- utilize long and short sentences to make writing more interesting.
- tell the class about the myths that they know.
- organize their paragraphs according to the writing plan.
- write a) about music b) about your interests c) about myths

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

- writing about music is one of the best ways to share ideas.
- they can avoid confusing the readers by using complete sentences.
- blending short and long sentences makes writing more interesting.
- run-on sentences should avoided in writing
- the writing plan will guide them to organize their ideas.

**Essential Question(s):**

- What do we learn about people from their artful expressions?
- Can you tell about the music that you like?
- Why are complete sentences necessary in writing?
- What are compound and complex sentences? What is their importance in writing?
- What are run-on sentences? How can you fix a run-on sentence?

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

- that people express their emotions through art.
- music is a good to share ideas and feelings.
- complete sentences make wring clear and understandable.
- that run-on sentence is independent clauses joined without appropriate punctuation mark or conjunction, and it a grammatical error.
- the significance of sentence variety.

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

- express in class the forms of art that they like.
- discuss the music that they like and explain why do they like those kinds of music.
- use complete sentences in their paragraphs.
- identify run-on sentences in the model paragraphs.
- write about the given topics and follow the highlighted grammar points.

**Stage 2 - Assessment Evidence**

**Performance Task(s):** \_\_\_\_\_ **Other Evidence:** \_\_\_\_\_

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In this unit, Writing assessment will be:

**A. Formative**

- Learning Logs: At the end of every topic, the students are given 5 minutes to write questions about the topic or make connections between the topic and their own lives. Their learning logs should be written on the students' notebooks.

Learning Log: Write About Music

Connection of the topic to my life: Bluegrass music began in the Southern United States....

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) about music b) about your interests c) about myths*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. name the musical instruments and do a survey of the music that they like.

Quiz 2. free time activities and their interests

Quiz 3. identify the mythical characters and write sentences using conjunctions

Here are some other activities that will assess students' performance:

**B. Summative**

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

**C. Other assessments**

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Writing Plan: The worksheet includes the plan, which is based on the model paragraph. The students are assigned to complete the plan before starting their drafts.

**Stage 3 - Learning Plan**

**Learning Activities:**

**Topic 1: Write About Music**

Topic 1: Write About Music		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking

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<b>Topic 2: Write About Your Interests</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
<b>Topic 3: Write About Myths</b>		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking