

The Asian International School
Backward Design Based Unit Mapping
English Language Arts (Reading, Speaking & Listening), Elementary, 2018-2019
Unit 1 Imagine the Possibilities

Stage 1 - Desired Results

Established Goal(s):

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

- Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Understanding(s):

Students will understand ...

- Scientists ask questions that lead to good ideas.
- How an invention can be used for the wrong reasons.
- About some ingenious inventions kids have made to solve life's daily problems.
- How a risky idea can result in a great invention

Essential Question(s):

- What makes an idea powerful?
- What would you be likely to see from that animal's perspective?
- How do you think most people would react if a shark was swimming right toward them?
- What would you like to find out about the LAFF machine?
- What kinds of things do you think kids might invent?
- Why do you think a lightbulb is used to dot the *i* in kids?

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<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The inventor of Crittercam, Greg Marshall, is a marine biologist and filmmaker. Marshall tried to raise money to make the camera. After being turned down by many people, a group that works to save endangered sea turtles saw its potential and helped. Later, National Geographic provided money for Marshall to improve and use the camera to learn about sea and, recently, land animals. • Time travel has fascinated people for years. But what would a time machine look like? Writers, artists, and inventors have all come up with ideas about what a time machine looks like. • An inventor often invents to solve a problem. They come up with great ideas that help people do things better. Anybody can be an inventor, even kids. All you need is imagination. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Respond to and interpret visuals • Participate in a discussion • Use different kinds of sentences • Use key vocabulary and academic vocabulary • Use text evidence • Plan, monitor, and visualize (before, during, and after reading) • Determine importance and ask questions • Make connections, inferences and synthesize • Determine main idea • Revise for Focus and Unity • Edit for grammar, usage, mechanics, and spelling • Expository writing: Problem-and-Solution Paragraphs
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

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Learning Activities:

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

1. Individual/pair/small group activity

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

2. Discussion and presentation:

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

3. Critical Thinking Activities

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

Applying

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

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. Students can reread the text with partners to analyze how the authors include details to help readers answer questions they have about the topic and figure out important information.
- Students can reflect on the 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.
- Students can also create Vocabulary 4 Corner Card, research, make a diagram, and give a presentation.

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Students can also create riddles to test others.

- Students can create a symbol that describes people, places, and things and give a presentation about that symbol. Students can create a Fact Poster.
- Students can make a storyboard to describe an Event or Experience
- Student can build a diaphragm model
- Students can create a shape poem

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Unit 2 Play to Your Strengths

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"> • Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly. • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Why sometimes it’s smarter to just be yourself. • What happens when being clever works against you. • Sometimes being smart isn’t enough. • How the solution to a puzzle could come from a person’s talent or simply luck. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How should people use their talents? • What would you like to find out about “The Challenge?” • What clues does the illustration give you about the story? • Why might someone be called clever? • What do you think the artist wanted to show in this illustration? • Why might someone want to win a contest of riddles? • Why do you think there is a picture of cloth on the title page?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Gary Soto’s stories and how he likes to write about people your age and the everyday problems young people face growing up. • Literatures, movies, and cartoons are often filled with clever characters called “tricksters.” Tricksters are a type of character found in folk tales around the world. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Use subject pronouns • Apply subject-verb agreement • Participate in a discussion • Use key vocabulary and academic vocabulary (strategy: related words)

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<ul style="list-style-type: none"> • “A contest of Riddles” takes place in a small village in West Africa. It is a retelling of a folk tale from the Abnon people, a group with rich cultural traditions. 	<ul style="list-style-type: none"> • Use text evidence • Edit for grammar, usage, mechanics, and spelling • Revise for organization • Analyze plot and character • Analyze elements of Drama • Write a short story (narrative story)
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p>
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Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

3. Critical Thinking Activities

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

Applying

- 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.
- Students can compare things or pictures that are alike and different.

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. Students can reread the text with partners to analyze how the authors include details to help readers answer questions they have about the topic and figure out important information.
- Students can reflect on the 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.
- Students can also create Vocabulary 4 Corner Card, research, make a diagram, and give a presentation. Students can also create riddles to test others.
- Students can create a symbol that describes people, places, and things and give a presentation about that symbol. Students can create a Fact Poster.
- Students can make a storyboard to describe an Event or Experience
- Student can build a diaphragm model
- Students can create a shape poem
- Students can create a story map to retell the stories.
- Students can create a graphic organizer vocabulary routine

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Unit 3 A New Chapter

Stage 1 - Desired Results

Established Goal(s):

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

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understanding(s):

Students will understand ...

- Why it's important to value the past.
- Why people leave their homes to begin again in a new country.
- What it means to be truly lost and without a home.
- The difference between an ancient and modern statue and consider what a statue represents to immigrants.

Essential Question(s):

- How does our past impact our future?
- What do you think "The Lotus Seed" will be about?
- Using the illustration, where do you think the story will take place?
- How does this picture make you feel? Do you feel peaceful or anxious?
- Think about people you know who have moved into your community. Why do people move to a new place?
- What clues does this picture give you that some of the people in the photo may have come from other countries?
- Are all of the boys from the same biological family? What do you think the title means?
- What do you learn about the boys from looking at the illustrations?

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<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • The sadness of refugees leaving their homes forever. Sometimes bad things happen that force people to leave their countries and look for a better life somewhere else. • Many people who came to America arrived at a special place called Ellis Island. It gave them their first look at life in the United States. • Sudan is a country in Northern Africa. Wars have killed or made refugees of millions from Sudan since the 1950s. Children who lost their families in the 1990s first made the world aware of what was going on in Sudan. 	<p>Skills: <i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Use adjectives and adverbs in sentences • Participate in a discussion • Use key vocabulary and academic vocabulary (strategy: word parts) • Use text evidence • Edit for grammar, usage, mechanics, and spelling • Revise for Focus and Unity • Analyze interactions • Compare texts • Write an expository: Cause-and-Effect Essay
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Unit 4 Everybody Is a Winner

Stage 1 - Desired Results

Established Goal(s):

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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Understanding(s):

Students will understand ...

- How the human body works.
- What happens when the body doesn’t work like it should.
- How do our bodies drive our interests?
- What new technologies can do to make the human body even more amazing.

Essential Question(s):

- What might help Megan swim fast enough to win the race?
- What is beating here?
- Why do you think it’s important that “the beat goes on?”
- How could someone have two left feet or left hands?
- What does “on the bench” mean?
- What might the last part of the title mean: “too left on the bench?”
- Why is the human body so amazing?

Knowledge:

Students will know ...

- Different systems in your body work together and by working together, these systems let you run, jump, and kick.
- Your heart beats once each time it pumps blood through your system. A heart monitor tells doctor how fast or slow a person’s heart is beating.
- Most people know what a great basketball player Michael Jordan is, but it didn’t always

Skills:

Student will be able to...

- Use possessive Nouns, Pronouns, Indefinite Pronouns, and Adjectives
- Participate in a discussion
- Use key vocabulary and academic vocabulary (strategy: use context clues)
- Use text evidence
- Edit for grammar, usage, mechanics, and

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<p>come easy to him</p>	<p>spelling</p> <ul style="list-style-type: none"> • Revise for Focus and Unity • Analyze Text Structure: Main Idea and Chronological Order • Determine Main Idea • Analyze Elements of Poetry • Write an Expository: Research Report
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p>
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Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

3. Critical Thinking Activities

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

Applying

- 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.
- Students can compare things or pictures that are alike and different.

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. Students can reread the text with partners to analyze how the authors include details to help readers answer questions they have about the topic and figure out important information.
- Students can reflect on the 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.
- Students can also create Vocabulary 4 Corner Card, research, make a diagram, and give a presentation. Students can also create riddles to test others.
- Students can create a symbol that describes people, places, and things and give a presentation about that symbol. Students can create a Fact Poster.
- Students can make a storyboard to describe an Event or Experience
- Student can build a diaphragm model
- Students can create a shape poem

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Unit 6 To the Rescue: How do we come to the aid of one another?

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"> • Build background on emergency workers or rescue workers • Explore details • Restate the information heard in their own words 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • More about Emergency workers or rescue workers 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we clarify and verify information?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Questions should be asked about the unclear information • Prepositions needs to be used when they have to clarify and verify some information 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Do role-play
Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions

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- Homework assignments

Stage 3 – Learning Plan

Learning Activities:

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1. Individual/pair/small group activity

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

2. Discussion and presentation:

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

3. Critical Thinking Activities

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

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

Analyzing

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

Evaluating

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

Creating

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

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Unit 7 More Than a Game: How do sports bring people together?

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"> • Discuss their favorite sports or teams • Identify the clues to follow the chronological order • Listen for clues that show elements of narrative nonfiction • Use context clues to figure out the word’s meaning 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The importance of chronological order • The elements of narrative nonfiction • Multiple-meaning words and how to figure out its meaning 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do sports bring people together? • What sports do you find exciting?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Chronological order is the order in which events occurred • Many English words have multiple, or more than one, meaning • A biography is a narrative nonfiction about a real person’s life. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Engage in discussions • Paraphrase • Describe an experience • Make a presentation • Make inferences
Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various 	<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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purposes, writing a position paper, etc.

- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

Stage 3 – Learning Plan

Learning Activities:

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1. Individual/pair/small group activity

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

2. Discussion and presentation:

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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.

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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

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writing an ending in their own way.