

The Asian International School
Backward Design Based Unit Map
English/Writing, TOEFL Intermediate, 2018-2019
Writing, Aug. 2018

Introduction to academic writing/Independent writing (Topic: Experience)

Stage 1 - Desired Results

Established Goal(s):

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

- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Understanding(s):

Students will understand that...

- There are general format, in-text citations, footnotes and endnotes, and reference list in the PA formatting and style guide.
- Based on their experiences, they both agree or disagree with the statement: Attending a live performance is more enjoyable than watching the same event on television.

Essential Question(s):

- What are in the APA formatting and style guide?
- Do you agree or disagree with the following statement: Attending a live performance (for example, a play, concert, or sporting event) is more enjoyable than watching the same event on television?

Knowledge:

Students will know...

- Describing a personal experience
- Expressing an opinion on an issue and supporting it with concrete examples and details
- Organizing ideas in an effective way
- Stating their opinion or thesis clearly
- Stating clear and strong topic sentences that support the thesis

Skills:

Students will be able to...

- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be

Other Evidence:

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

- Motivation

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given 30% of student grades.

- Class activities
 - Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity
 - Writing consequences
 - Improving paragraph writing
 - Computer lab activity
- Project assignments
 - Group/individual projects that involve research and report writing

- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

Stage 3 - Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to improve their writing skills of English language. 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. Writing Various Texts

1.1 Writing Arguments (adapter from grammar.yourdictionary.com)

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-

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attacking when it comes to your argumentative essay.

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

Writing Assignment Idea

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

2. Writing Consequences (adapted from [BBC Teaching English](#))

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

4. 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 given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Research Paper

Students will work on projects that require them for research and paper writing during the coursework. 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. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Writing, Sept. 2018
Independent Writing (Topic: Opinion)**

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"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are both positive effects and negative effects when teenagers have jobs while they are still students. • Some important qualities of a good supervisor will be discipline/strength, responsibility, and loyalty. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? • What do you think are some important qualities of a good supervisor (boss)?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information from both reading and listening passages • Taking notes on the reading and listening passages • Using information from their notes in their writing • Synthesizing the information taken from both the reading and listening passages • Stating their opinion or thesis clearly • Stating clear and strong topic sentences that support the thesis 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis
Stage 2 - Assessment Evidence	
<p>Performance Task(s): To assess student progress made in this course,</p>	<p>Other Evidence:</p>

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<p>student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity ○ Writing consequences ○ Improving paragraph writing ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group/individual projects that involve research and report writing 	<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 skills • Reactions • Respect for others and different opinions
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- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
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The listening part comes first:

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- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
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Follow up:

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This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
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This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

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- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Writing, Oct. 2018
Integrated Writing (Topics: Psychology, New Technologies)**

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"> • Describe a personal experience • Express an opinion on an issue and supporting it with concrete examples and details • Organize ideas in an effective way • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Behavioral researchers have challenged Freud’s model of anxiety because they believe that one’s anxiety level is related to feelings of control, not because of internal, unconscious conflicts. • It seems impossible to predict which new technologies will become part of everyday life in the future because some of the most famous innovations have exceeded initial expectations and become essential to modern life, whereas other technologies end up disappearing. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why did behavioral researchers have challenged Freud’s model of anxiety? • Why does it seem impossible to predict which new technologies will become part of everyday life in the future?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Describing a personal experience • Expressing an opinion on an issue and supporting it with concrete examples and details • Organizing ideas in an effective way • Stating their opinion or thesis clearly • Stating clear and strong topic sentences that support the thesis 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe a personal experience • Express an opinion on an issue and supporting it with concrete examples and details • Organize ideas in an effective way • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis
Stage 2 - Assessment Evidence	

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<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity ○ Writing consequences ○ Improving paragraph writing ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group/individual projects that involve 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 skills • Reactions • Respect for others and different opinions
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Stage 3 - Learning Plan

Learning Activities:

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- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
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sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

2. Writing Consequences (adapted from [BBC Teaching English](#))

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group.

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Encourage students to use connectors, reported speech, etc.

3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

4. 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 given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Research Paper

Students will work on projects that require them for research and paper writing during the coursework. 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. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Writing, Nov. 2018
Independent Writing (Topics: Independent, Opinion)**

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"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are pros and cons on the statement that food has become easier to prepare nowadays based on their experiences. • Different books such as fiction or nonfiction will contain different types of information and depending on their needs they will provide them with appropriate information. • Some important qualities to consider when they buy a new car are fuel economy and warranty. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Nowadays, food has become easier to prepare. Has this change improved the way you live? • Some people insist that reading nonfiction books is educational, while reading fiction is a waste of time. Which do you think has helped you more? • What do you think are some important qualities to consider when buying a new car?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information from both reading and listening passages • Taking notes on the reading and listening passages • Using information from their notes in their writing • Synthesizing the information taken from both the reading and listening passages • Stating their opinion or thesis clearly • Stating clear and strong topic sentences that support the thesis 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • State their opinion or thesis clearly • State clear and strong topic sentences that support the thesis

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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 for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Class activities <ul style="list-style-type: none"> ○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity ○ Writing consequences ○ Improving paragraph writing ○ Computer lab activity • Project assignments <ul style="list-style-type: none"> ○ Group/individual projects that involve 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 skills • Reactions • Respect for 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 improve their writing skills of English language. 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. Writing Various Texts

1.1 Writing Arguments (adapter from grammar.yourdictionary.com)

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be

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confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.

- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom))

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

Writing Assignment Idea

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))

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The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- Then on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

2. Writing Consequences (adapted from [BBC Teaching English](#))

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

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The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

4. 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 given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Research Paper

Students will work on projects that require them for research and paper writing during the coursework. 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. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
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Writing, Dec. 2018

Review: Integrated Writing, Independent Writing

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"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • Understand the original text accurately • Use their own words to convey essential information and ideas from the reading and listening • Be able to express the same information using different vocabulary and sentence structure 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Environmentalists have argued that the gases, like carbon dioxide, build up in Earth's atmosphere and prevent heat from radiating into space. • One major benefit of wearing school uniforms is that it reduces competition between students of different socioeconomic classes. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How have environmentalists argued that gas emissions from human industry cause global warming? • Some high schools require all students to wear school uniforms, while other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Information from both reading and listening passages • Taking notes on the reading and listening passages • Using information from their notes in their writing • Synthesizing the information taken from both the reading and listening passages • The original text accurately • Using their own words to convey essential information and ideas from the reading and listening 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand information from both reading and listening passages • Take notes on the reading and listening passages • Use information from their notes in their writing • Synthesize the information taken from both the reading and listening passages • Understand the original text accurately • Use their own words to convey essential information and ideas from the reading and listening

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<ul style="list-style-type: none"> Expressing the same information using different vocabulary and sentence structure 	<ul style="list-style-type: none"> Be able to express the same information using different vocabulary and sentence structure
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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 for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> Class activities <ul style="list-style-type: none"> Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity Writing consequences Improving paragraph writing Computer lab activity Project assignments <ul style="list-style-type: none"> Group/individual projects that involve 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 skills Reactions Respect for 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 improve their writing skills of English language. 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. Writing Various Texts</p> <p>1.1 Writing Arguments (adapter from grammar.yourdictionary.com)</p> <p>Two of the most important tips when writing an argumentative essay are:</p> <ul style="list-style-type: none"> Find a concrete, and controversial argument to use as your base. Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper. Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.
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Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom))

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

Writing Assignment Idea

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah

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- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- Then on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

2. Writing Consequences (adapted from [BBC Teaching English](#))

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows.

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(Depending on the group, allow them to put the names of classmates.)

- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the "examples" column blank. Put your comments for the chosen paragraphs in the comments column. For example, 'Wrong word – register' or 'use a conjunction here' or 'spelling' or 'poor topic sentence'...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher's) skill of giving comments and examples.

4. 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 given for the day's lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

5. Research Paper

Students will work on projects that require them for research and paper writing during the coursework. 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. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced

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Backward Design Based Unit Map
English/Writing, TOEFL Intermediate, 2018-2019

searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.

- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.