

English Writing Through Content and Language Integrated Learning

For Korean Students

by

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A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching English to Speakers of Other Languages

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Introduction

The purpose of this project is to discover how to adapt Content and Language Integrated Learning (CLIL) classes to serve the learning needs of Korean university students who want to learn content and English communication skills, particularly writing. It is a complete curriculum project that includes both teacher lesson plans and handouts for students. While it was designed for a university setting, it can also be used for a wide range of students from high school to adults of any age. The project focuses on current events and writing, and in doing so attempts to make the learning topics more interesting and relevant to students than normal English textbooks.

The project utilizes several paradigms to achieve its goals. The content teaching and language teaching methods are based around CLIL, which is a method in which content classes are a vehicle for language learning, and language learning is the vehicle for content (Mehisto et al., 2008, p. 9). Lesson plans are adapted from the Understanding by Design template as explored by Wiggins & McTighe (2005), in which lessons are backwards planned from specific goals to activities. Writing is informed by both the process approach, which moves the focus from the end result to planning, drafting, and revising a piece (Laksmi, 2006), as well as the genre writing approach, which focuses on different types of writing and stylistic choices (Badger & White, 2009). The former is utilized in the early stages of the project to help students develop the basic structure of a five paragraph essay, the latter is utilized in the second stage of the project to help students write according to different styles.

This project attempts to assist with two key issues that the original intended audience struggled with. Despite studying English for a decade or more, students had underdeveloped

writing skills compared to their other language abilities. In addition, some of them did not see a practical reason to be studying English, which is something CLIL can assist with by connecting English to other subject matter (Chostelidou & Griva, 2014).

The project utilizes a four day a week, eight week plan. The first two days are for content, with day one for reading and day two being a discussion of the reading. The discussion days include student-led fact finding activities to look into specific issues related to the readings, such as the beliefs of various political ideologies, the structure of a government system, information about energy sources, or the effects of colonialism. Discussion days also include agree/disagree questions, and various other activities. The third and fourth days of each week are dedicated to writing. They start with simple ideas such as punctuation and capitalization, and move through paragraph structure, writing introductions, and conclusions, and then into brainstorming and planning essays. After writing their first basic essay, students write a small number of genre specific essays, and learn key strategies for making those essays more natural sounding. Another feature of this project is that the writing activities are tied to the readings. Thus, the writings build off the readings, and in writing about the readings students can think about them more.

Finally, the project is designed to be flexible. Teachers are encouraged to change, adapt, supplement, and modify it as they see fit. Lesson plan templates are provided before the project, so that any teacher can easily create new lessons and activities to assist their students in learning.

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READING DAY GENERIC TEMPLATE

Note: This template is an example only. Teachers should not feel bound to follow the exact organization or times. Template format adapted from Wiggins & McTighe (2005).

Unit #.#: Lesson Name

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... 2. know... 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Link directly to questions 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Link directly to understandings
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will read and summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan																					
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Hook</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">1 minute</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Warm-up Questions</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Pre-reading activity</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Reading</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">30-40 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Reading Activities</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">0 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">F. Reading Activities</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">0 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">G. Basic Comprehension Questions</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">5 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">H. Post-reading Activity 1</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">15 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">I. Post-reading Activity 2</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">15 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">J. Assessment</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">5 minutes</td> </tr> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. Pre-reading activity	10 minutes	D. Reading	30-40 minutes	E. Reading Activities	0 minutes	F. Reading Activities	0 minutes	G. Basic Comprehension Questions	5 minutes	H. Post-reading Activity 1	15 minutes	I. Post-reading Activity 2	15 minutes	J. Assessment	5 minutes
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J. Assessment	5 minutes																				

<p>K. Review</p> <p>Total Time</p>	<p>5 minutes</p> <p>about 100 minutes</p>
<p><u>Prep. Materials, and Handouts</u></p> <ol style="list-style-type: none"> 1. Anything the teacher should prepare in advance goes here. 2. This can include things the teacher might need to tell students several classes in advance. 	
<p>A. Hook</p> <p>1 minute</p>	<p>Ask students a question relating the topic to something that has happened recently in their life or they can relate to. The Warm-up questions can also substitute as a hook.</p>
<p>B. Warm-up Questions</p> <p>10 minutes</p>	<p>Give students discussion questions to warm them up for the topic. Start with broad ideas and move to more specific ideas.</p> <ol style="list-style-type: none"> 1. Does anyone know of any news recently from ...? 2. What do you know about ...? 3. What interests you about ...? 4. What comes to mind when you think of...?
<p>C. Pre-Reading Activity</p> <p>10 minutes</p>	<p>This activity should prepare students for a specific reading, if necessary. It can be a ranking, sorting, guessing, discussion, vocabulary, game, or anything that prepares the student for reading.</p>
<p>D. Reading</p> <p>30-40 minutes</p>	<p>Hand out the articles, have students read the article two times.</p> <ul style="list-style-type: none"> ● Read quickly to get the main ideas ● Read slowly to get details <p>The teacher should encourage students to do reading activities E and F during the second and third reading rather than the first.</p> <p>The teacher might want to break up the readings and have students do each one separately, and have different pre-reading activities before each one.</p>
<p>E. Reading Activity 1</p>	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>

F. Reading Activity 2	<p>While reading, students should underline new content information, as well as write a short summary of the content in the box labeled “SUMMARY” on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
G. Basic Comprehension Questions 5 minutes	After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.
H. Post-reading activity 1 15 minutes	Go through the reading(s) a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.
I. Post-reading activity 2 15 minutes	Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don’t know, ideally from an English source, but any source is acceptable if it helps them learn.
J. Assessment/Review 5 minutes	<p>In the last few minutes of class, have students try to summarize the main points without referring to their notes or the article. Write these on the board as the students bring them up so students, and if possible draw little pictures, symbols, or similar visual aids so they can visualize the information.</p> <p>Allow them to fill in any gaps in information that students couldn’t remember by referring to notes or the teaching reminding them.</p>

DISCUSSION LESSON GENERIC TEMPLATE

Note: This template is a template only. Teachers should not feel bound to follow the exact organization or times.

Unit #.#: Lesson Name

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... 2. know... 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Link directly to questions 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Link directly to understandings
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Smaller tasks including post reading comprehension questions and end of lesson question ● Content questions relating to the reading ● A task that allows students to look up information or explore ideas in groups ● Information swap activity that the teacher can call on students to share their results ● Several discussion tasks such as agree/disagree and discussion questions ● Another task that allows creativity and creation <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. ● Tests, Quizzes, Homework, etc. including end of the term mid-term exam 	

Stage 3 - Learning Plan													
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Hook/Review</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">1 minute</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Review Questions</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Content Activity</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Factual Exploration</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">20 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Group Swap Sharing</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">F. Agree/Disagree</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> </table>		A. Hook/Review	1 minute	B. Review Questions	5 minutes	C. Content Activity	10 minutes	D. Factual Exploration	20 minutes	E. Group Swap Sharing	10 minutes	F. Agree/Disagree	10 minutes
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E. Group Swap Sharing	10 minutes												
F. Agree/Disagree	10 minutes												

G. Opinion Activity	10 minutes
H. Mini Project	20 minutes
I. Reports (Review/Assessment)	10 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. Anything the teacher should prepare in advance should go here. 2. This can include things the teacher might need to tell students several classes in advance. 	
A. Hook/Review 1 minute	Ask students to remember what they read about before, try to bring up main ideas.
B. Review Questions 5 minutes	<p>Give students review questions that give a broad overview of the reading from the previous class. Have students answer in pairs or teams and then call on a few students to share their answers with the class.</p> <p>This section should be targeted towards information that students might have forgotten in the initial hook.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> ● comprehension questions from last week ● vocabulary words and why those words are important ● main ideas from the readings ● debate points
C. Content Activity 1 10 minutes	An activity about the content they read. Encourage them to explore new ideas and reevaluate things they've learned.
D. Factual Exploration 20 minutes	<p>A task that students can do that allows them to research information online or in books.</p> <p>Students should be able to use any resources and the teacher can bring up anything necessary to help in learning. Students should have some sort of framework or questions to work with, rather than a topic without any concrete goal.</p> <p>If there are a large amount of ideas to explore, assign each group a different idea and have them do a deep dive before sharing their information. Alternatively, have each group work on one idea until they feel like they've finished it, then move on to another group's topic.</p>

E. Group Swap Sharing 10 minutes	Have students move to new groups and share their findings with their new partners. Remind students that they need to ask their partner follow-up questions about what they said.
F. Agree/Disagree 10 minutes	<p>Give students four to eight statements that they should strongly disagree/disagree/agree/strongly agree with.</p> <p>Tell students you want them to think about their own opinions about certain ideas. There are no right or wrong answers, but they should explain to their partners why they believe what they do. Students should ask follow up questions about their partner's answers, but not turn it into a debate.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
G. Opinion Activity 10 minutes	Give students another option or method to share opinions. Keep it simple, but try to build into the mini project if possible. Discussion questions work well here.
H. Mini Project 20 minutes	Give students a chance to be creative by giving them a small project that utilizes the content and language. Have them create something, make an argument for it, list the pros and cons, etc.
I. Report (Assessment) 10 minutes	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess the whole class by moving around and watching students. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

WRITING LESSON GENERIC TEMPLATE

Note: This template is a template only. Teachers should not feel bound to follow the exact organization or times.

UNIT #.#: NAME OF LESSON

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... 2. know... 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Link directly to questions 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Link directly to understandings
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● A list of writing tasks that show comprehension and the ability to do the task should go here. <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Any other evidence of mastery, including discussion questions, homework, tests, or quizzes. 	

Stage 3 - Learning Plan																					
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Review</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">1 minute</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Hook</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">2 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Present</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Notice</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Equip/Teach</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">F. Practice 1</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">15 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">G. Practice 2</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">25 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">H. Practice 3</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">25 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">I. Review/Summary/Assessment</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">3 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">Total Time</td> <td style="padding: 2px 20px 2px 20px; text-align: right;">about 100 minutes</td> </tr> </table>		A. Review	1 minute	B. Hook	2 minutes	C. Present	10 minutes	D. Notice	10 minutes	E. Equip/Teach	10 minutes	F. Practice 1	15 minutes	G. Practice 2	25 minutes	H. Practice 3	25 minutes	I. Review/Summary/Assessment	3 minutes	Total Time	about 100 minutes
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<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. Anything the teacher should prepare in advance should go here. 2. This can include information the teacher needs to tell students several classes in advance. 	
A. Review 1 minute	A quick review of recent related learnings to refresh students.
B. Hook 2 minutes	An activity or question that can engage students into thinking about why this task is important.
C. Present 10 minutes	A presentation of the feature or features that students will want to learn and emulate. This should be done in context and not in isolation.
D. Notice/Analysis 10 minutes	Activities to draw students' attention to what they should be learning.
E. Equip/Teach 10 minutes	Activities to explain and prepare students to use the target language in a meaningful way.
F. Practice 1 15 minutes	Controlled practice to help students use the feature(s) without much chance for error.
G. Practice 2 25 minutes	Semi-controlled practice to help students use the feature(s) with more creativity and more chances to make a mistake.
H. Practice 3 25 minutes	Practice with little to no control to allow students to really explore.
I. Review / Summary / Assessment 10 minutes	Teacher led summary, review, discussion questions, etc. to assess student learning. Teachers should link this to stage 2, assessment, above.

Lesson Plans

What follows are premade lesson plans that a teacher can use or adapt. Teachers should feel free to supplement as much as they need, or even add in additional practice or review. This is especially true for lessons 3.3 and 3.4, as students might need to practice simple essays multiple times before going on to more complex topics. It is quite important that students become proficient in these basics before moving on.

Each unit starts with a reading lesson and is followed by a discussion lesson. In discussion lessons, content discussion is first and opinion is second. This is because if students take longer on the content part than planned, teachers can drop opinions parts. Secondly, the content helps to inform opinions. Finally, opinion parts can be lively and get students fired up about a topic. It is harder to calm students down for the content part if the opinion part is first.

Next are writing lessons. The writing parts are divided into two phases, with phase one running from weeks one to three, and phase two running the rest of the term. Phase one is designed to help students with strategies to write a generic essay in English. Phase two includes some grammar or style practice that is used in more specific situations.

Finally, students will engage in peer-review of their classmates' essays. The peer-review, like discussion and writing, have two types: individualized and reviewed by the teacher. In individualized reviews students partner up and help each other. When the teacher wants to review a writing piece, the teacher should ask students in advance if they mind their writing being analyzed in front of the class. In this activity, it is best to use a mixture of writing: strong, medium, and weak, if possible, to allow students to see a wide range of strategies and mistakes. Make sure to remove identifying information essays. These lessons are flexible, since this project cannot predict what students will do in their writings. This will allow the teacher to give feedback about unexpected writing strategies that students use. This will also allow students to get feedback on essays they wouldn't have normally read.

All lessons and units are designed with flexibility in mind. Students might become interested in subtopics or ideas that teachers do not anticipate. So long as these subtopics are deemed beneficial for students, teachers should consider allowing students to explore them in place of some of the original content ideas. This could also benefit their English, as an interested student is a motivated student.

This project includes potentially controversial topics, including politics, energy, economic development, and colonialism. It is important for the instructor to stay polite if debate breaks out. Taking a detached or neutral tone as a teacher can help keep things from boiling over. It is also important to make sure students feel comfortable voicing their opinions. Students come from a wide variety of backgrounds, and can contribute a lot to the discussion. It might be helpful to openly discuss respect for each other on the first day of class.

The mixture of lessons provided will hopefully be of benefit to you and your students. Use them as you see fit, and best of luck in your teaching.

Unit 1.1: Germany 2021 Federal Election Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. summarize the results and the reasons for the results of the German 2021 elections. b. explain how those elections reflect European elections as a whole. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● The election marks a shift in German politics from two parties to a multitude of parties. ● These reflect larger trends in Europe. ● A wide variety of political ideologies are represented in European politics. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What were the results of the 2021 German federal election? ● In what ways does the election mirror the EU as a whole?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be tested during a term exam. 	

Stage 3 - Learning Plan																					
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Hook</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td>B. Warm-up Questions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>C. First Reading</td> <td style="text-align: right;">20 minutes</td> </tr> <tr> <td>D. Second Reading</td> <td style="text-align: right;">35 minutes</td> </tr> <tr> <td>E. New Grammar / Vocabulary</td> <td style="text-align: right;">concurrent with readings</td> </tr> <tr> <td>F. Summary</td> <td style="text-align: right;">concurrent with readings</td> </tr> <tr> <td>G. Basic Comprehension Questions</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>H. Post-reading Activity 2</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>I. Assessment</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>J. Review</td> <td style="text-align: right;">5 minutes</td> </tr> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. First Reading	20 minutes	D. Second Reading	35 minutes	E. New Grammar / Vocabulary	concurrent with readings	F. Summary	concurrent with readings	G. Basic Comprehension Questions	5 minutes	H. Post-reading Activity 2	15 minutes	I. Assessment	5 minutes	J. Review	5 minutes
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Total Time	about 100 minutes
<p><u>Prep, Materials, and Handouts</u></p> <ol style="list-style-type: none"> Copies of the following articles, edited for clarity if need be: <p>Kirby, P. (2021, September 27). <i>Germany elections: Centre-left claim narrow win over Merkel's Party</i>. BBC News. Retrieved October 3, 2021, from https://www.bbc.com/news/world-europe-58698806</p> <p>The Economist Newspaper. (2021, October 2). <i>Germany's election is revealingly European</i>. The Economist. Retrieved October 3, 2021, from https://www.economist.com/europe/2021/10/02/germanys-election-is-revealingly-european</p> Copies of the corresponding handouts from the student packet. If the instructor need it, a good review of political ideologies can be found at: <p>Freeden, M., Sargent, L. T., & Stears, M. (Eds.). (2013). <i>The Oxford Handbook of Political Ideologies</i>. Oxford University Press</p> 	
A. Hook 1 minutes	<p>Ask students about a recent election that has been in the news, at their school, or in their country. Try to choose something not too controversial.</p> <p>Alternatively, simply start with the warm-up questions.</p>
B. Warm-up Questions 10 minutes	<p>Have students discuss the warm-up questions in groups, and then call on them to share them with the class:</p>
C. First Reading 20 minutes	<p>Transition into the unit by explaining that they are going to read two articles about the recent German Federal Election. Explain that one gives information on the actual election, the other shows how that election reflects Europe as a whole. Hand out the articles, have students read the first article two times.</p> <ul style="list-style-type: none"> Read quickly to get the main ideas Read slowly to get details <p>The teacher should encourage students to do reading activities E and F during the second reading rather than the first. After students read the second time, the teacher can go through the article with the students. Have students ask you questions, and clarify and explain difficult parts for them.</p>

<p>D. Second Reading 35 minutes</p>	<p>Tell students to look at the vocabulary words in the pre-reading activity. If they don't know the words, they should guess them, and seek out others in the class that might know them. If they know them, they should share the definition and give examples with others.</p> <p>The teacher should then transition into the second reading by saying this article explains how the German Election reflects Europe as a whole. Follow the same method for the second article as for the first:</p> <ul style="list-style-type: none"> ● Students read once to get the main ideas ● Students read slowly to get details ● The teacher goes through the reading with the students ● The students should do activities E & F below as they go through the reading the second and third time.
<p>E. New Grammar/Vocabulary</p>	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>
<p>F. Summary</p>	<p>While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
<p>G. Basic Comprehension Questions 5 minutes</p>	<p>After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.</p>
<p>H. Post-reading Activity 15 minutes</p>	<p>Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.</p>
<p>I. Assessment/Review 5 minutes</p>	<p>Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.</p>

Unit 1.2: Germany 2021 Federal Election Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. summarize how the German Federal elections reflect Europe as a whole. b. explain the basic platform of some political ideologies. c. explain and categorize some of their own political views. 2. know... <ol style="list-style-type: none"> a. the main ideas behind some political ideologies. b. how to use the CIA World Factbook to look up data on different countries. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● That not all parties are ideologically pure or consistent despite their names. ● Building a coalition can be challenging. ● That different people value different policies at different amounts. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What do the following ideologies <i>generally</i> represent: <ul style="list-style-type: none"> ○ Left & right- wing ○ Christian Democracy ○ Conservatism ○ Green ○ Liberalism ○ Social Democracy ● What policies are important for you?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Content questions relating to the reading ● Students will summarize information on ideologies. ● Several discussion tasks that the teacher can monitor live and give immediate feedback to ● Students will give mini-reports at the end of class on what they discussed. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be tested during a term exam. 	

Stage 3 - Learning Plan							
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Hook/Review</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td>B. Review Questions</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>C. Content Activity</td> <td style="text-align: right;">10 minutes</td> </tr> </table>		A. Hook/Review	1 minute	B. Review Questions	5 minutes	C. Content Activity	10 minutes
A. Hook/Review	1 minute						
B. Review Questions	5 minutes						
C. Content Activity	10 minutes						

D. Factual Exploration	25 minutes
E. Factual Exploration II	25 minutes
F. Agree / Disagree	15 minutes (optional)
G. Mini Project	30 minutes
H. Reports (Review/Assessment)	5 minutes
I. Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. Handout from the student packet. 2. Copies of the readings. 3. If the instructor need it, a good review of political ideologies can be found at: Freeden, M., Sargent, L. T., & Stears, M. (Eds.). (2013). <i>The Oxford Handbook of Political Ideologies</i>. Oxford University Press 	
A. Hook/Review 1 minutes	Ask students how they are doing and if they remember what you spoke about yesterday. Ask them if they thought about their own political situation or views since last class.
B. Review Questions 5 minutes	<ol style="list-style-type: none"> 1. What did we talk about in the previous class? 2. What were the main ideas of the readings? 3. What did you find interesting in the readings? 4. What is a coalition? How does this relate to the reading? 5. Who won the most seats in the German Federal election of 2021?
C. Content Activity 10 minutes	Tell students to refer to yesterday's readings to answer the ten questions. They should work in groups, and feel free to ask the teacher for advice on anything they are struggling with.
D. Factual Exploration I 25 minutes	<p>Break students into groups and assign each one a political ideology. Tell each group to find as many beliefs about their ideology as possible. If they think they have found enough information, have them move onto the next ideology below it, unless they are at the bottom then they should move to the top.</p> <p>Students can use any resource they want but they should be careful to find neutral sources that aren't politically charged. Additionally, they should note that parties don't always perfectly follow these definitions, and that some parties don't follow them at all. For example the Liberal Democratic Party in Japan is actually conservative. Also, a conservative American will probably support capitalism, while a</p>

	<p>conservative Russian might support communism.</p> <p>Christian Democracy: Traditional Christian values combined with left-wing economic beliefs.</p> <p>Conservatism: A desire to preserve ideas and ideologies from the past and tradition, cautious about large and rapid changes in policies.</p> <p>Green Ideology: Left-wing economics and social views with a heavy emphasis on environmentalism.</p> <p>Liberalism: Often misrepresented as left-wing in the U.S., promotes capitalism, pro-markets, democracy, and individualism. <i>Social liberalism</i> also includes welfare and government intervention in cases of market failure.</p> <p>Social Democracy: Pro-market, but-left wing on many other economic views.</p> <p>About 5 to 10 minutes before time is up, call on each group and collect their information on a white board or projector. If students miss any key information from above, supplement it.</p>
<p>E. Factual Exploration II 25 minutes</p>	<p>Direct students to the CIA world factbook at: https://www.cia.gov/the-world-factbook/</p> <p>Have students look up information on several countries and compare them. Encourage them to point out surprising, interesting, and make guesses as to what historical and cultural reasons influenced those numbers. Explain terms:</p> <p>Area: Total size in square kilometers</p> <p>Population: Number of people</p> <p>Real GDP: Total economic output adjusted for cost of living according to Purchasing Power Parity (PPP).</p> <p>Unemployment: The % of the population that wants to work, but can't find a job. This does not include people who don't want to work or have given up.</p> <p>Gini Index: How unequal income is in a country, with a 1 being 100% unequal with 1 person getting all the money, and</p>

	<p>0 meaning no inequality, everyone earns the same amount.</p> <p>Exports and Imports: Trade quantity with other countries.</p> <p>Transnational issues: Problems with other countries.</p> <p>Other: Whatever the students are curious about.</p>
<p>F. Agree/Disagree 15 minutes (optional)</p>	<p>In this activity, tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p> <p>This activity is optional and not included in the lesson time.</p>
<p>G. Mini Project 30 minutes</p>	<p>Have students go through the list of policies and circle those they support or oppose. If they have no opinion or don't believe in changing something they don't have to pick a side either way. After choosing, students should try to find if they can make a coalition in their team that agrees with them at least 80% of the time. If they're really struggling to build a coalition, tell them they can change their views a bit (but not too much, or else they'll lose votes!) If they still can't build a coalition, have them leave their team and try to join another team. Explain that this mimics the coalition building that the Germans will have to do.</p> <p>Emphasize that students need to be respectful of one another's political views and not argue, just discuss.</p>
<p>I. Report (Assessment) 5 minutes</p>	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess learners by moving around and watching them. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

Unit 1.3: Capitalization & Basic Paragraphs

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. use proper English capitalization. b. end all sentences in punctuation. c. identify and write supporting sentences for a paragraph. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Capitalization and punctuation are important to give credibility to the author and aid in communication. ● Writings should be written in an organized fashion to help communication. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Why is punctuation important? ● Why is capitalization important? ● Why do we use paragraphs?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Rewriting short readings that have had capitalization and punctuation removed. ● Journaling a few sentences about their week that can be assessed for punctuation and capitalization. ● Sorting sentences to match a topic sentence. ● Writing their own sentences to match a given topic sentence. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Future assessment can be conducted starting on all future writing projects, since students will have to use paragraphs, capitalization, and punctuation. 	

Stage 3 - Learning Plan	
<p><u>Time Table</u></p>	
<p><u>Part I</u></p>	
A. Review	2 min.
B. Hook	1 min.
C. Present (Reading #1)	5 min.
D. Notice	10 min.
E. Equip (Rules)	5 min.
F. Practice I & II	20 min.

G. Free Practice	10 min.
H. Review/Summary/Assessment	0 min.
Total Time	about 52 minutes
Part II	
I. Hook (Comparisons)	3-4 min.
J. Good Paragraph Examples	5 min.
K. Notice	10 min.
L. Equip/teach	5 min.
M. Topic Sentence Matching	10 min.
N. Practice 2	10 min.
O. Review/Summary/Assessment	5 min.
Total Time	about 50 minutes
Prep. Materials, and Handouts	
<ol style="list-style-type: none"> 1. Accompanying handout 2. Examples of readings with lots of capitalization (optional) 3. Paragraphs from recent readings with capitalization removed (optional) 	
Part I	
A. Review 2 minutes	Ask students what they studied or discussed in the previous class. Write any names, places, institutions, or other proper names on the board.
B. Hook 1 minute	<p>Point to the proper nouns on the board. Ask what is similar about all of them. If students can't guess, write a few lower case words or sentences and then ask them to compare.</p> <p>Move into the lesson by reminding students that unlike in Korean, English language has capitalization rules when writing. While lack of capitalization might not affect reader comprehension, it might make the author look poorly educated and hurt how seriously the reader takes them as a writer. Tell them the same is true for punctuation.</p>
C. Present 5 minutes	Show a paragraph from a recent reading. If no good article exists, the teacher can point to the student handout. Have the students quickly read or review the paragraph.
D. Notice 10 minutes	<p>Have students read it and underline all capitalized letters in the reading.</p> <p>Ask students to classify all the capitalized words. Ask students the following questions</p>

	<ul style="list-style-type: none"> a. Doctor appears twice, but only the first one is capitalized, why? b. Why is <i>French</i> capitalized, but <i>history</i> is not? c. Why is <i>Halloween Day</i> capitalized, but not birthday? d. Why is <i>I</i> capitalized, but not <i>we</i>? e. How do all sentences end?
E. Equip (Rules) 5 minutes	Refer students to the capitalization handout notes, and go through it with them.
F. Practice I & II 20 minutes	<p>Give students the provided practice sentences. Have them try to correct words to capitalize and remind them punctuation is important. Tell students they need to add a period, question mark, or exclamation mark at the end of sentences that lack them to aid in communication.</p> <p>Give students a short reading with the capitalizations removed. If there is no appropriate reading article, there is one in the student handout. Students need to rewrite the reading to include capitalized letters.</p> <p>Check over student corrections, noting any mistakes and giving feedback when necessary.</p>
G. Free Practice 10 minutes	<p>Have students write a few sentences about their week. Ask them to include as many examples of proper nouns as possible.</p> <p>Tell students to share these sentences with their partners and have them ask each other about these experiences.</p>
H. Review / Summary / Assessment 5 minutes (done during activity G)	Check both the individual journal sentences from activity G and the reading correction from activity F. Give feedback on any mistakes students make. This can be done while students are doing activity G.

Part II	
<p>I. Hook (Comparisons) 3-4 minutes</p>	<p>Show students a paragraph that follows the topic sentence plus supporting sentence style. Compare this to a text message conversation where sentences are written line by line. Ask students what the differences are.</p> <p>Remind them that as stated in the first part of class, people will judge them by their writing and by following proper paragraphs it will look more professional. If no appropriate paragraph exists, some are provided. Comparisons are in the student handout.</p>
<p>J. Good Paragraph Examples 10 minutes</p>	<p>Show students at least 2 more paragraphs. Underline the topic sentences and have students read them. Then have them read each sentence underneath the topic sentence. Do this paragraph by paragraph. (Examples II-III in handout)</p>
<p>K. Notice 10 minutes</p>	<p>Ask key questions:</p> <ol style="list-style-type: none"> a. How do the sentences relate to each other, especially to the first sentence? b. Does the topic within each paragraph change? c. Do any sentences directly disagree with the topic sentence?
<p>L. Equip/Teach 5 minutes</p>	<p>Explain that formal writing should be well organized in clear groupings of information to help organize thoughts and be clear in communication. Those blocks are called paragraphs, and should have a topic sentence at the beginning and supporting sentences to give evidence for that topic sentence. Point out how the supporting sentences contain reasons, examples, explanations, comparisons, data, etc. directly connected to the topic sentence and are not redundant.</p> <ol style="list-style-type: none"> 1. Share the example of the poorly constructed paragraph. <ol style="list-style-type: none"> a. Why is this paragraph poorly constructed? b. Should we write similar to how we speak? c. Do all the supporting sentences actually support the topic sentence? <p>Answer: The paragraph is poorly constructed because it has redundant information. It jumps around, and doesn't</p>

	<p>really explain ideas well. The organizational flow is random.</p> <p>Additional: Point out that in newspaper writing, topic sentences might be omitted to save space. Tell students to not emulate newspaper style writing.</p>
<p>M. Topic Sentence Matching 10 minutes</p>	<p>Put students in groups of 2. Give each pair of students a handout with at least three topic sentences of clearly different topics, and at least 9 supporting sentences that have been scrambled. Examples are provided in the handout.</p> <p>a. Tell students there might be a sentence that is similar to a topic sentence, but doesn't support it. This sentence is <i>not</i> to be used.</p> <p>Check if students have put the supporting sentences under the correct topic sentence and left out any improper sentences. Give feedback.</p>
<p>N. Practice #2 10 minutes</p>	<p>Elicit student opinions on a variety of topics. Turn these into topic sentences on the board. Provide some examples such as.</p> <p>a. The best movie is _____.</p> <p>b. I grew up in a nice town/city named _____.</p> <p>c. Social media is good/bad for society.</p> <p>d. The most important event of the 20th century was _____.</p> <p>Create 3-4 supporting sentences for one topic sentence as an example. Tell students to create the supporting sentences for the remaining topics, time permitting.</p>
<p>O. Review/ Assessment 5 minutes</p>	<p>Ask students to share their examples with another group. Listen carefully to see if anything stands out.</p> <p>Choose each group to present at least one idea. Evaluate their supporting sentences and give the whole class feedback.</p>

Unit 1.4: Topic and Concluding Sentences

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. identify and write appropriate topic sentences for a paragraph. b. identify and write appropriate concluding sentences for a paragraph. 2. know... <ol style="list-style-type: none"> a. how topic and concluding sentences for body paragraphs help frame and organize the essay. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Topic sentences help introduce ideas and organize thoughts. ● Some examples include: personal experience, question, invitation, contradiction, and fact. ● Concluding sentences close the paragraph or transition to the next idea. You can use a summary, a transition, or a final thought. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Why do writers use topic sentences? ● What are 5 types of topic sentences? ● Why do writers use concluding sentences? ● What are 5 types of concluding sentences?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Providing topic sentences to paragraphs that don't have them. <ul style="list-style-type: none"> ○ First from a list. ○ Then from student generated ideas. ● Adding concluding sentences to paragraphs that don't have them. <ul style="list-style-type: none"> ○ First from a list. ○ Then from student generated ideas. ● Short homework journal that can be collected next class. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Future essays will be written with topic and concluding sentences and can be checked. 	

Stage 3 - Learning Plan
<p><u>Time Table</u></p> <p><u>Part I</u></p>

A. Review	1 min.
B. Hook	2 min.
C. Comparing Paragraphs	10 min
D. Notice	2 min.
E. Equip	5 min
F. Topic Sentence Selection	10 min
G. Topic Sentence Creation	25 min
H. Review/Summary/Assessment	1 minute
Total Time	about 53-58 minutes
Part II	
I. Review	1 min.
J. Hook	2 min.
K. Present	10 min
L. Notice	2 min.
M. Types	2 min
N. Practice	30 min
O. Review/Summary/Assessment	1 min
P. Homework	(At home 5-15 minutes)
Total Time	about 48 minutes
Prep, Materials, and Handouts	
<ol style="list-style-type: none"> 1. Hand-outs from the student packet. 2. Examples of standard paragraphs with the concluding sentences from the readings. (Optional) 	
Part I	
A. Review 1 minute	Ask students what they did last writing class, try to link it to paragraph structure such as topic sentences and supporting sentences.
B. Hook 2 minutes	<p>Ask students if they have ever started reading or listening to something and not understood where the author was going with their ideas. Remind students of the paragraphs they checked in the previous unit and how they were given the topic sentences. The teacher should explain that telling the reader where they will go with information helps with comprehension</p> <p>Transition into the unit by explaining you will now flip the practice. Instead of writing supporting sentences students will now write topic sentences. Tell them a good topic sentence</p>

	can better prepare the reader for the content of the paragraph, and they will be given 5 types of topic sentences.
C. Example Paragraphs 10 minutes	Give students five paragraphs and tell them to read them. After reading, have them underline the main idea or topic sentence (usually the first). If no good examples from recent readings can be found, there are some in the student handout.
D. Notice 2 minutes	Explain that writers want the topic at the beginning so readers are prepared for the content. Point out how all the supporting sentences are related to the topic sentence.
E. Topic Sentence Categories 5 minutes	<p>The teacher should introduce 5 types of topic sentences and give examples of each. Focus on how formal each one is (from least formal to most formal).</p> <ol style="list-style-type: none"> a. Personal Experience b. Question c. Invitation d. Contradiction e. Fact <p>Tell students to determine which type of topic sentence is introduced in each of the example paragraphs.</p>
F. Topic Sentence Selection 10 minutes	The teacher can then give out 3 - 4 paragraphs without topic sentences and students should choose appropriate ones from a list. Emphasize that for this and the next practice activities that the topic sentences should be appropriate for the level of formality. The teacher should then check to see if their choices make sense. There are examples provided in the student handouts.
G. Topic Sentence Creation 25 minutes	<p>Put students into groups and give students paragraphs without topic sentences. Students should make their own topic sentences for those paragraphs. If students struggle, do it as a whole class activity.</p> <p>Hint: Have students read the content and sum it up in 1 sentence, use that summary as a basis for the topic sentence.</p>
H. Review / Summary / Assessment	<p>Ask students the following questions:</p> <ol style="list-style-type: none"> a. What is the purpose of topic sentences?

1 minutes	<ul style="list-style-type: none"> b. What are the 5 types of topic sentences introduced today? c. Which are the most and least formal of those types?
Part II	
I. Review 1 minute	Ask students what the purpose and types of topic sentences they learned are.
J. Hook 2 minutes	<p>Ask what the opposite of a topic sentence would be and what it does. Try to get an answer similar to: a concluding sentence closes or ends the paragraph, or transitions to the next paragraph.</p> <p>Transition into the lesson by explaining to students that paragraphs with a topic sentence and content sentences are functional paragraphs, but sometimes you want more. Tell them they are going to practice finishing a paragraph either by summarizing, adding a final thought, or transitioning to the next paragraph. This helps with the flow of an essay. This is called a concluding sentence.</p>
K. Comparing Paragraphs 10 minutes	Show students different versions of three paragraphs, with and without concluding sentences. Ask students which paragraph sounds better. Use examples from recent readings if possible, and use 3 different types: summary, transition, final thought. If no examples are available, there are some in the student handout.
L. Notice 2 minutes	<p>Underline the final sentence in the paragraph, ask students to categorize the sentences. There are 3 types, see if students can be guided towards similar words:</p> <ul style="list-style-type: none"> i. Summary ii. Transition iii. Final thought
M. Types 2 minutes	<p>Explain that there are several reasons to use each type of concluding sentence.</p> <ul style="list-style-type: none"> a. <u>Summary</u>: when you want to repeat the main idea/topic sentence in order to help it stick in the reader's mind.

	<ul style="list-style-type: none"> b. <u>Transition</u>: When the next paragraph has a similar or contrary idea that you want to move on to. c. <u>Final Thought</u>: If you want to leave the reader with a lingering question to consider that isn't necessarily addressed in the paragraph.
<p>N. Practice 30 minutes</p>	<p>Pair students up and give them six to eight paragraphs from the readings that don't have concluding sentences. Some examples are provided in the student handout.</p> <p>For the first half of paragraphs, give students options that they can choose from.</p> <p>For the second half of paragraphs, have them try to write their own concluding sentences. Make sure to emphasize to students that not all paragraphs need concluding sentences. Sometimes it sounds weird or robotic to repeat things over and over again. Explain that short concluding sentences might stick with the reader longer than long sentences, so students should decide when to use long or short ones.</p> <p>Assess student choices by going around the room and checking their choices. If any stand out as unique, make sure to share them with the class.</p>
<p>O. Review/Summary/Assessment 1 minutes</p>	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> a. What is the purpose of concluding sentences? b. What are the 3 types introduced today? c. When should you use each type? d. Do you always have to use them?
<p>P. Homework (at home: 5-15 minutes)</p>	<p>Ask students to journal about 2 or 3 things that they find interesting. Tell students you want them to utilize:</p> <ul style="list-style-type: none"> a. correct punctuation b. topic sentences c. supporting sentences d. concluding sentences <p>Have students bring their journals to class so you can assess how well they are doing without scaffolding.</p>

Unit 2.1: Seattle Entrepreneur and Quality of Life

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. list how quality of life has improved in the previous decade. b. list areas where quality of life seems stagnant or worrisome. c. list components of what affects life quality. 2. know... <ol style="list-style-type: none"> a. about the average wage gap between CEOs and employees. b. what factors affect quality of life. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● There are many components to life quality, including safety, education, jobs, community involvement, etc. ● Averages can be misleading because there can be wide variations. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What factors affect quality of life other than raw GDP? ● Should we rely on averages alone for understanding quality of life?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan																			
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Hook</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td>B. Warm-up Questions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>C. First Reading</td> <td style="text-align: right;">25 minutes</td> </tr> <tr> <td>D. Brainstorming and Second Reading</td> <td style="text-align: right;">35 minutes</td> </tr> <tr> <td>E. Reading Activities</td> <td style="text-align: right;">0 minutes</td> </tr> <tr> <td>F. Reading Activities</td> <td style="text-align: right;">0 minutes</td> </tr> <tr> <td>G. Basic Comprehension Questions</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>H. Post-reading Activity</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>I. Assessment</td> <td style="text-align: right;">5 minutes</td> </tr> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. First Reading	25 minutes	D. Brainstorming and Second Reading	35 minutes	E. Reading Activities	0 minutes	F. Reading Activities	0 minutes	G. Basic Comprehension Questions	5 minutes	H. Post-reading Activity	15 minutes	I. Assessment	5 minutes
A. Hook	1 minute																		
B. Warm-up Questions	10 minutes																		
C. First Reading	25 minutes																		
D. Brainstorming and Second Reading	35 minutes																		
E. Reading Activities	0 minutes																		
F. Reading Activities	0 minutes																		
G. Basic Comprehension Questions	5 minutes																		
H. Post-reading Activity	15 minutes																		
I. Assessment	5 minutes																		

J. Review	5 minutes
Total Time	about 101 minutes
<u>Prep. Materials, and Handouts</u>	
1. Copies of the following articles, edited for clarity if need be:	
<p>CBS Interactive. (2021, September 16). <i>CEO on why giving all employees minimum salary of \$70,000 still "works" six years later: "our turnover rate was cut in half"</i>. CBS News. Retrieved October 10, 2021, from https://www.cbsnews.com/news/dan-price-gravity-payments-ceo-70000-employee-minimum-wage/</p> <p>OECD (2020), "Executive summary", in <i>How's Life? 2020: Measuring Well-being</i>, OECD Publishing, Paris. DOI: https://doi.org/10.1787/ea714361-en</p>	
2. Copies of the corresponding handouts from the student packet.	
A. Hook 1 minute	As students come into class, ask them how they've been, if they are working, or they are happy, if they spent time with their friends and loved ones recently, etc.
B. Warm-up Questions 10 minutes	<p>Have students answer the warm-up questions in small groups or pairs. After about 5 minutes, call on students for their answers, and try to focus on the <i>happiness</i> aspect of their answers.</p> <p>For the 5th question, emphasize that the OECD is an intergovernmental organization that fosters economic development and trade between nations-states.</p>
C. First Reading 25 minutes	<p>Transition into the unit by explaining that they are going to read an article about a CEO in Seattle, USA, who was concerned about his employees well-being, and then will start talking about well-being across the world.</p> <p>Have students read the article two times.</p> <ul style="list-style-type: none"> ● Read quickly to get the main ideas ● Read slowly to get details <p>After students read twice, go through the reading with them and answer any questions they have.</p> <p>The teacher should encourage students to do reading activities E and F during the second and third reading.</p>

<p>D. Brainstorming and Second Reading 35 minutes</p>	<p>Tell students to look over the 10 factors that influence quality of life (according to an OECD report) and tell students that you want them to discuss which are the best and worst in their life. Go over each, explaining what they are or asking students to explain them. Give an example of what is the best/worst in your life and model a brief explanation. Encourage students to ask each other follow-up questions.</p> <p>Have students then read the first 5 paragraphs of the OECD report, and after they have a chance to read through it, go over it with them.</p>
<p>E. Reading Activity 1</p>	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>
<p>F. Reading Activity 2</p>	<p>While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
<p>G. Basic Comprehension Questions 5 minutes</p>	<p>After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.</p> <p>Focus a little bit on question #7: <i>What does "averages hide as much as they highlight" mean?</i> The answer is that averages don't reflect deviation.</p>
<p>H. Post-reading Activity 15 minutes</p>	<p>Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.</p>
<p>I. Assessment/Review 5 minutes</p>	<p>Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.</p>

Unit 2.2: Seattle Entrepreneur and Quality of Life

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. compare quality of life in various countries using OECD data. b. explain what they value in their own life. 2. know... <ol style="list-style-type: none"> a. specific information about life quality in at least 2 countries of their choosing. b. what the average quality of life is for an OECD country. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● There are many components to life quality, including safety, education, jobs, community involvement, etc. ● All countries have strengths and weaknesses that can be compared with hard data. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What factors affect quality of life other than GDP numbers? ● What are the good and bad points of life in different countries? ● How well does your country provide a good life? ● What are the good and bad points of living in your own country?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Factual exploration task that the instructor can monitor as students do it. ● Students have to summarize what they spoke about. ● Small group speaking activities that the instructor can monitor and give immediate feedback to. ● Discussions about the quality of life in their own countries. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan									
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">A. Hook/Review</td> <td style="text-align: right; padding: 5px;">1 minute</td> </tr> <tr> <td style="padding: 5px;">B. Review Questions</td> <td style="text-align: right; padding: 5px;">5 minutes</td> </tr> <tr> <td style="padding: 5px;">C. Factual Exploration I</td> <td style="text-align: right; padding: 5px;">40 minutes</td> </tr> <tr> <td style="padding: 5px;">D. Whole Class Assessment</td> <td style="text-align: right; padding: 5px;">5 minutes</td> </tr> </table>		A. Hook/Review	1 minute	B. Review Questions	5 minutes	C. Factual Exploration I	40 minutes	D. Whole Class Assessment	5 minutes
A. Hook/Review	1 minute								
B. Review Questions	5 minutes								
C. Factual Exploration I	40 minutes								
D. Whole Class Assessment	5 minutes								

E. Agree/Disagree	15 minutes
F. Fact Exploration II	30 minutes
G. Reports (Review/Assessment)	5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Handout from student packet.	
A. Hook/Review 1 minute	<p>Ask students how they are and ask a few questions about the quality of their life.</p> <p>Transition into the lesson by reminding them about what they read before: the Seattle CEO and the OECD information about quality of life.</p>
B. Review Questions 5 minutes	Have students do the review questions at the beginning of the handout.
C. Factual Exploration I 40 minutes	<p>Tell students they are now going to do a deep dive on issues affecting quality of life. Tell them they are going to look into OECD statistics and ask if anyone remembers what the OECD is.</p> <p>Direct them to the OECDbetterlifeindex, which can be found online at OECDbetterlifeindex.org. Under the <i>Countries</i> tab, choose a country and go over the information in the <i>How's Life</i> portion with students. Choose a country that <i>isn't</i> popular with the class so that students are free to investigate countries they are interested in. You do not need to go over the <i>in detail</i> portion at this time.</p> <p>Now tell students they are going to do some investigative work on their handout. Tell them...</p> <ul style="list-style-type: none"> • Under the <i>Countries</i> tab, choose two countries that are listed that they have interest in, but not their current residence or home country. • Compare the two countries side by side, using both numbers and sentences. Also include the OECD average, which is listed in comparison in every country's information. • Answer the questions below the table. <p>As students work, move from group to group and help students with any questions they have. Assess to make sure</p>

	they understand what they are supposed to be doing and give immediate feedback.
D. Whole Class Assessment 5 minutes	Call on individual students to share some of the information they discovered, including the discussion questions such as “What surprised you?”
E. Agree/Disagree 15 minutes	<p>In this activity, tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another’s views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
F. Fact Exploration II 30 minutes	<p>Repeat the fact exploration task from the beginning of the class but have students do it with their own country. First have them guess what the answers for their country, and then have them look them up. Then have them answer the discussion questions below.</p> <p>Make sure to watch as groups do this so you can monitor and give feedback.</p>
G. Report (Assessment) 5 minutes	<p>Have one person from each group do a quick summary of their group’s findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess learners by moving around and watching them. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

Unit 2.3: Introduction Paragraphs

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. write an introduction paragraph using a style that can be adapted to most essays. b. include a hook, frame the content, and end with a thesis or main idea in the introduction. 2. know... <ol style="list-style-type: none"> a. a backwards design strategy to write an introduction. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Essays start with an introduction to prepare the reader. ● An introduction should have a hook, a funnel style, and the main idea or thesis. ● A hook catches the reader's attention at the beginning of the essay. ● The introduction usually ends with the thesis or main idea. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What is the first paragraph in an essay? ● What should be included in an introduction? ● What is a hook? ● What is at the end of an introduction?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Putting together cut up introductions. ● Allowing students to write introductions in teams. ● End of the class review of ideas. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Full introduction paragraphs will be expected in future essays and can be assessed. 	

Stage 3 - Learning Plan							
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Review</td> <td style="width: 50%;">1 minute</td> </tr> <tr> <td>B. Hook</td> <td>2 minutes</td> </tr> <tr> <td>C. Introduction Examples</td> <td>10 minutes</td> </tr> </table>		A. Review	1 minute	B. Hook	2 minutes	C. Introduction Examples	10 minutes
A. Review	1 minute						
B. Hook	2 minutes						
C. Introduction Examples	10 minutes						

D. Notice	10 minutes
E. Equip	2 minutes
F. Teacher Guided Practice (2 parts)	30 minutes
G. Teaching the Hook	10 minutes
H. Practice Organization	10 minutes
I. Practice 2	20 minutes
J. Review/Summary/Assessment	5 minutes
Total	100 minutes
<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. Student hand-outs. 2. Copies of introductions from recent readings. (Optional) 	
A. Review 1 minute	<p>Ask students what they have learned about so far in the class and how paragraphs are constructed. Try to elicit the following ideas:</p> <ol style="list-style-type: none"> a. topic sentences b. supporting sentences c. concluding sentences
B. Hook 2 minutes	<p>If they did it, ask students what they journaled about for their week 1 homework. Write these topics on the board. Leave some space above each topic so you can write a few full sentences later in the class.</p> <p>Transition into the lesson by telling students if they are going to write a full essay, they need to be able to introduce it. A good introduction at the beginning will catch the reader's attention and prepare them to read. Point out that an introduction paragraph is to the essay as a topic sentence is to a paragraph.</p>
C. Introduction Examples 10 minutes	<p>Give examples of 3-5 introductions from recent readings. If no appropriate ones are available, some examples are provided in the student handouts.</p>
D. Notice 10 minutes	<p>Ask students to look for the main idea, a hook, and how the content is organized. Recent class readings might not follow this structure, but the examples provided in the student handouts follow the following structure:</p> <ol style="list-style-type: none"> a. hook b. funnel

	<p>c. a clearly stated main idea or thesis</p> <p>Ask students to note how information is organized in the funnel, possibly spatially, chronologically, or broad to specific. Examples in the student handouts only use broad to specific.</p> <p>Point out that some people think hiding the main idea until later in the essay can encourage the reader to go on a journey to discover it, like click-bait. This should be avoided. (Examples provided in student handout)</p>
<p>E. Equip 2 minutes</p>	<p>Tell students to write introductions backwards rather than forwards:</p> <ol style="list-style-type: none"> a. Start with the main idea or thesis statement, which should give a preview of the essay. Write this clearly. b. Then add details to give context before it, organizing them like a funnel. c. Finally, write a hook, placing it at the beginning. <p>Tell students that by writing backwards, it will allow them to aim towards their main idea or thesis instead of meandering towards it.</p>
<p>F. Teacher Guided Practice (part 1) 10 minutes</p>	<p>Point to student journal ideas on the board, choose 3-4 to write an introduction for.</p> <p>Elicit full sentence descriptions from students introducing the topic that can serve as a main idea.</p> <p>Draw a large “V” above those sentences on the board. This is the teacher’s funnel. Explain to students that your goal is to direct the reader to the main idea. Elicit as many sentences about the main idea as possible and as you write them down, place them in a logical order: from broad to specific, or chronological order if students are trying to build a narrative, etc.</p> <p>After getting enough ideas to frame the main idea, cross out any redundant or unnecessary ideas. Point out that unnecessarily long introductions will bore the reader, and the full introduction should probably be only 3-6 sentences.</p>
<p>F. Teacher Guided Practice (part 2)</p>	<p>Now elicit ideas for formal topics. You can give ideas such as:</p>

20 minutes	<p>a. X person was the greatest person in national history. b. Y was the most important event in the 20th century. c. Z was the most important invention in the last century.</p> <p>Write these main ideas/thesis in a formal style, avoiding personal pronouns, royal <i>we</i> and other informal styles. Explain to students why you are avoiding them.</p> <p>Choose 3-4 of the ideas, and practice writing the funnel on the board in the same way you did with the informal practice.</p>
Teaching the Hook G. 10 minutes	<p>Tell students that a hook is necessary at the beginning of an introduction to catch the reader's attention, so that students will practice this now that they have the funnel and the main idea.</p> <p>Ask students what the 5 types of topic sentences are, reminding them of how formal and informal certain types are:</p> <ol style="list-style-type: none"> a. personal experience b. question c. invitation d. fact e. contradiction <p>Explain that these also work as hooks. Students can look at the example introductions provided to see examples. Try to elicit hooks for the sentences that you have written.</p>
H. Practice Organization 10 minutes	<p>Give students 3 introduction paragraphs that have been cut up sentence-by-sentence and have students rearrange them. If no appropriate introductions are available, there are examples in the student handouts. This is labelled practice organization in the student handout.</p> <p>Tell students to rearrange the sentences into a functional introduction paragraph. Have them first identify the main idea or thesis, then the funnel sentences, then the hook.</p>
I. Practice #2 10 minutes	<p>Tell students they are going to write their own introductions in pairs based on topics they are interested in.</p> <p>Elicit topics on the board, and have students try to write at least 3 introduction paragraphs as practice. Make sure students write them backwards, from main idea to hook.</p> <p>Move between students as they write, and give advice and feedback. If anything noteworthy or unique stands out, ask the</p>

	students if you can share it with the class.
J. Review / Summary / Assessment 5 minutes	Review student introductions, pointing out good and bad features. Ask students the following questions a. What are the components of a good introduction? b. What kinds of hooks can you use?

Unit 2.4: Concluding Paragraphs

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. write a generic conclusion that can be adapted to most essays. b. finish their conclusion with a final thought that can stick with the reader. 2. know... <ol style="list-style-type: none"> a. potential final thoughts. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Essays end with a conclusion. ● Conclusions summarize the main points of the essay and end with a final thought. ● There are a variety of final thoughts that are appropriate, including questions, warnings, predictions, and many others. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● How do essays end? ● What should be in a conclusion?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Summarize previous readings to make conclusions. ● Writing conclusions about hypothetical topics. ● Adding conclusions to recent readings that didn't follow the conclusion style given. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Full introduction paragraphs will be expected on future essays, and can be assessed. 	

Stage 3 - Learning Plan															
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Review</td> <td style="text-align: right;">2 minutes</td> </tr> <tr> <td>B. Hook</td> <td style="text-align: right;">2 minutes</td> </tr> <tr> <td>C. Example Conclusions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>D. Notice</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>E. Equip</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>F. Essay Summaries</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>G. Group conclusion writing</td> <td style="text-align: right;">20 minutes</td> </tr> </table>		A. Review	2 minutes	B. Hook	2 minutes	C. Example Conclusions	10 minutes	D. Notice	5 minutes	E. Equip	5 minutes	F. Essay Summaries	15 minutes	G. Group conclusion writing	20 minutes
A. Review	2 minutes														
B. Hook	2 minutes														
C. Example Conclusions	10 minutes														
D. Notice	5 minutes														
E. Equip	5 minutes														
F. Essay Summaries	15 minutes														
G. Group conclusion writing	20 minutes														

H. Final Thought Information	20 minutes
I. Practice the Final Thought	15 minutes
J. Hints	2 minute
K. Review/Summary/Assessment	2 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. Print out student workbook sheets if needed. 2. Three examples of conclusions from recent readings. (Optional- Included in the workbook) 3. An outline of 2 essays that includes the main idea and topic sentences. (Optional- Included in the workbook) 	
A. Review 2 minutes	Tell students they are almost done with the basics of writing an essay, there is only one step left to learn. Ask them what the other lessons were about (capitalization, supporting sentences, topic sentences, introductions, and concluding sentences).
B. Hook 2 minutes	<p>Ask students to guess what the last paragraph of an essay is. If students can't guess, point out how topic sentences related to introducing the paragraph, while an introduction introduces the whole essay. Then ask if paragraphs end in a concluding sentence, what could essays end in?</p> <p>Tell students that today they are going to learn how to finish their essays. This will be the conclusion.</p>
C. Example Conclusions 10 minutes	<p>Give students 3 different concluding paragraphs. Examples from the readings are best, but if they are not available, some are provided in the student handout.</p> <p>Remind students that in real life they'd have read a whole essay before they got to the conclusion. Now they are just reading example conclusions, so some context is lost. Have students read through the concluding paragraphs.</p>
D. Notice 5 minutes	<p>Break the examples into three parts, by having students mark these parts in each conclusion:</p> <ol style="list-style-type: none"> a. Restate thesis / main idea (circle this)

	<p>b. Summarize content (underline these)</p> <p>c. Final thought (put brackets around this)</p>
<p>E. Equip/Teach 5 minute</p>	<p>Point out to students that what they've circled is the main idea of the essay from the introduction, but it is written in different terms and that it is being restated so it will stick in a reader's mind.</p> <p>Point out to students that the underlined sentences are restating the main reasons for the main idea/thesis, often the topic sentences of the paragraphs. Again, so they'll stick in a reader's mind.</p> <p>The reading leaves a final thought for the reader to think about now that they are finished.</p> <p>Point out that there is no new information in this conclusion (even though they can't see the whole essay), and show that by summing up all the information in a single paragraph, the reader can easily remember the content of the essay.</p>
<p>F. Essay Summaries 15 minutes</p>	<p>Remind the students of the main ideas of two recent essays they've read. Include the main/idea and thesis, and 3-5 main ideas (topic sentences/paragraphs). Explain to the students you are going to summarize this information into a conclusion using new words. For now, don't write a final thought. If a sample conclusion from the reading is not available, there are some in the workbook.</p> <p>Have students write a conclusion using the information in the workbook. Do not have them write a final thought, that will be added later.</p>
<p>G. Group conclusion writing 20 minutes</p>	<p>Break students up into teams. Have each team choose a topic that is well known to a broad audience, and could be a potential essay topic. Give examples to the students so they know what you mean: most important Korean, best movie, should English be a required school subject, etc.</p>

	<p>Choose a few of the students and elicit topic ideas. Have students say the thesis or main idea, and 3 supporting ideas, which would be topic sentences. They don't need to give supporting sentences for those topic sentences. Write these on the board, then together with the students write conclusions <i>without</i> the final thought. Tell students this will be taught later.</p>
<p>H. Final Thought Information 20 minutes</p>	<p>Tell students that some conclusion essays have a final thought. Although not mandatory, it helps the conclusion sound more natural.</p> <p>Explain that different final thoughts fit different moods better.</p> <ol style="list-style-type: none"> a. <u>Quick summary</u>: used to solidify a main idea into the reader's head, is often very short. <ol style="list-style-type: none"> i. Thus, King Sejong is the most important Korean. ii. That is how Microsoft changed the home computer landscape. b. <u>Prediction</u>: used to make the reader think about the future. <ol style="list-style-type: none"> i. If you invest now, your retirement will be much easier. c. <u>Warning</u>: used to push the reader to action or emotion. <ol style="list-style-type: none"> i. If society doesn't take action now, global warming could end life as we know it. d. <u>Emotional Opinion</u>: use emotion to strengthen a controversial opinion. <ol style="list-style-type: none"> i. If we don't build the mega-shopping mall, our unemployment rate will continue to suffer and residents will struggle to feed their children. ii. Only an idiot would disagree.[very informal or rude] e. <u>Contradiction</u>: used to compare/contrast information. <ol style="list-style-type: none"> i. Although Steve Gates is considered a computer genius, Bill Jobs is the real hero.

	<ul style="list-style-type: none"> ii. Although many people criticized the mayor, she was right all along. f. <u>Encouragement</u>: less formal, used to encourage someone to do something. <ul style="list-style-type: none"> i. We believe you can do it! g. <u>Ask a question</u>: less formal, used to make the reader think. <ul style="list-style-type: none"> i. If you are unsure, ask yourself, “What would your father do?” h. <u>Encouraging question</u>: less formal, gives the illusion of asking a question, but actually pushes the reader to agree with the author. <ul style="list-style-type: none"> i. Would you really trust someone with a history of lying? ii. Why not? People would be foolish not to! i. <u>Make a challenge</u>: less formal, encourages the reader to do something. <ul style="list-style-type: none"> i. I bet you can run the 10K! Get up and do it! <p>After giving students examples, have them look back at as many essays as possible and identify if there is a final hook, and if it matches any of the above types.</p> <p>Collect these examples and write them on the board.</p>
<p>I. Practice the Final Thought 15 minutes</p>	<p>Refer students to the conclusions they wrote in activities F & G. In teams, have them write an appropriate final thought.</p> <p>Check student answers individually as they write, and when students are done, ask a few students to share with the class so the teacher can assess and give full class feedback.</p>
<p>J. Hints 2 minute</p>	<p>Also give students hints as to what not to do. Give students the following ideas and ask them if they would be good or bad in a written conclusion.</p> <ul style="list-style-type: none"> a. Write, “Thank you for reading my essay.” b. Make the formality level of the conclusion

	<p>different from the body of the essay.</p> <ul style="list-style-type: none"> c. Use similar vocabulary in the conclusion as in the introduction. d. Add totally new information.
<p>K. Review / Summary / Assessment 2 minutes</p>	<p>Ask students as a whole to summarize what we've learned today.</p> <ul style="list-style-type: none"> a. A conclusion has what parts? b. What is the purpose of the conclusion? c. What shouldn't you include in a conclusion? <ul style="list-style-type: none"> i. Thank you for reading my essay. ii. New information d. What should you include in a conclusion? <ul style="list-style-type: none"> i. Parallels to the introduction ii. Consistent writing style.

Unit 3.1: Nobel Prize 2021 Winners

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. explain the controversy about who won the 2021 Nobel Prizes. b. explain why the 2021 prizes went to journalists. c. explain why the science prizes are sometimes delayed. 2. know... <ol style="list-style-type: none"> a. what the Nobel Prizes are. b. what different categories of Nobel Prizes exist. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● The Nobel Prizes are given out each year to leaders in their field. ● The categories include: Peace, Chemistry, Literature, Physics, Medicine, and Economics. ● There is controversy that white men usually get prizes as opposed to people of color or women. This could be either due to committee bias or in educational promotion in school. ● The Peace Prize went to journalists because independent journalism that can criticize power structures is fundamental to a democracy. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are the Nobel Prizes? ● What categories do they include? ● What is the controversy about who wins the Nobel Prizes? ● Why did the Peace Prize go to journalists?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. ● At the end of class, students will summarize the main points of the readings in their own words. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan

Time Table

A. Hook	1 minute
B. Warm-up Questions	10 minutes
C. Pre-reading activity	10 minutes
D. Reading	30-40 minutes
E. Reading Activities	0 minutes
F. Reading Activities	0 minutes
G. Basic Comprehension Questions	5 minutes
H. Post-reading Activity 1	15 minutes
I. Post-reading Activity 2	15 minutes
J. Assessment	5 minutes
K. Review	5 minutes
 Total Time	 about 100 minutes

Prep, Materials, and Handouts

1. Copies of the following articles, edited for clarity if need be:

Nobel Prize Outreach. (2021, October 8). *The Nobel Peace Prize 2021*. NobelPrize.org. Retrieved October 11, 2021, from <https://www.nobelprize.org/prizes/peace/2021/press-release/>

Ahlander, J., Fouche, G., & Steenhuisen, J. (2021, October 8). *And the 2021 Nobel prizes go to men... so far*. Reuters. Retrieved October 11, 2021, from <https://www.reuters.com/world/2021-nobel-prizes-go-men-so-far-2021-10-07/>

2. Copies of the corresponding handouts from the student packet.

A. Hook 1 minute	Ask students what was the last prize or reward they have received in their life.
B. Warm-up Questions 10 minutes	Have students discuss the following questions in groups, and then call on them to share them with the class: <ol style="list-style-type: none"> 1. Based on your life goals, what is the greatest award you could receive? 2. Do you know what the Nobel Prizes are? 3. Have you heard any recent news about the Nobel Prizes?
C. Pre-Reading Activity 10 minutes	Tell students to follow the instructions by answering the questions about the 8 Nobel Prizes: Peace, Chemistry, Literature, Physics, Medicine, and Economics.

	Transition into the unit by explaining that students are going to read about whom the Peace Prize went to, and then read about the controversy on whom gets selected.
D. Reading 30-40 minutes	Hand out the articles, have students read the article two times. <ul style="list-style-type: none"> • Read quickly to get the main ideas • Read slowly to get details <p>The teacher should encourage students to do reading activities E and F during the second and third reading rather than the first.</p>
E. Reading Activity 1	While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."
F. Reading Activity 2	While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout. <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
G. Basic Comprehension Questions 5 minutes	After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.
H. Post-reading activity 1 15 minutes	Go through the reading a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.
I. Post-reading activity 2 15 minutes	Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.
J. Assessment/Review 5 minutes	Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.

Unit 3.2: Nobel Prize 2021 Winners

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. summarize key information on the Nobel Prizes. b. explain their opinions on the Nobel Prizes. c. introduce at least one Prize winner. 2. know... <ol style="list-style-type: none"> a. How award winners have changed over the decades. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Prize winners have become more diverse, but are still skewed towards whites and men. This could be from selection committee bias and/or from less support for women/minorities in the sciences. ● Other ideas will vary according to the student. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● How have the Nobel Prize winners changed over the decades? ● What is the profile of a famous prize winner? ● Should the committee include background like ethnicity or gender as part of their choice? ● What kind of prize would you give out and for what?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Answer content activity questions about previous readings. ● Research and report on prize winner distributions in previous years. ● Look up one prize winner and do a more specific report. ● Information swap activity that the teacher can call on students to share their results. ● Agree/Disagree questions about the prize. ● Students will give mini-reports at the end of class on what they discussed, including them making their own prize in honor of the Nobel Prize. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan

Time Table

A. Hook/Review	1 minute
B. Review Questions	5 minutes
C. Content Activity	10 minutes
D. Factual Exploration	30 minutes
E. Group Swap Sharing	10 minutes
F. Agree/Disagree	10 minutes
G. Mini Project	20 minutes
H. Reports (Review/Assessment)	10 minutes
Total Time	about 100 minutes

Prep. Materials, and Handouts

1. Handout from student handout packet.

A. Hook/Review 1 minute	If possible, ask about a prize that a student from class won, or possibly a more popular prize from a topic like a recent sports match. Link this to the Nobel prizes and ask them to remind you what the content was about.
B. Review Questions 5 minutes	<p>Give students review questions to give a broad overview of the reading from the previous week. Have students answer in pairs and then call on a few students to share their answers with the class.</p> <p>Tell students they are going to spend the day learning more about the Nobel Prizes and looking into the history of winners, as well as share opinions about the prize and then make their own prize.</p>
C. Content Activity 10 minutes	Have students work on the content activity in teams or pairs. Tell them to try and remember the answers before looking at the articles, but if they have to refer to the articles it is fine.
D. Factual Exploration 30 minutes	(20 minutes) - For the first activity, tell students they can use any resource available to them. Their goal is to research how the prize distribution has changed over the years, and see how much earlier prizes were skewed towards certain ethnicities or genders. Each group should choose a 5-year period (no overlaps between groups) and categorize all winners according to the table in the student handout. The time periods should be in years ending 01-05, and 06-10. Try to have time

	<p>periods spread across decades so students can get a good comparison.</p> <p>Although each group is focusing on one period, the times will be compared later.</p> <p>(10 minutes) - Tell students they can use any resource available to them to accomplish the following task. Tell them you want them to research who wins nobel prizes. They should look up a Nobel prize winner, and try to find a controversial or important prize winner and fill out the second Factual Exploration table.</p>
<p>E. Group Sharing 10 minutes</p>	<p>While students are talking, draw different chunks of time on the board from left to right in chronological order.</p> <p>When students are done with the tasks, call them together and call on students to report their findings. See how the breakdown has changed from the past. Then ask students the following questions.</p> <ol style="list-style-type: none"> 1. How much has the distribution changed over the years? 2. Are you surprised by this? 3. Do you think / when do you think the number of men and women winning prizes will be equal? Why?
<p>F. Agree/Disagree 15 minutes</p>	<p>In this activity, tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
<p>H. Mini Project 20 minutes</p>	<p>Tell students to create their own prizes, and then share them with other students. Encourage the other students to ask follow up questions. While they are doing this, move between groups and give scaffolding as needed.</p>
<p>I. Report (Assessment) 10 minutes</p>	<p>Have one person from each group do a quick summary of their group's discussion. Give immediate and clear feedback.</p>

Unit 3.3: Brainstorming and Organizing An Essay

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. use mind maps to brainstorm ideas in a visual way. b. make an outline from their mind map to organize their ideas. 2. know... <ol style="list-style-type: none"> a. brainstorming and planning before writing an essay can make writing easier. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Mind maps are a flexible way to visualize brainstorming. ● Outlines can easily be used to bridge the gap between mind map and essay. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are ways to brainstorm before writing? ● What are ways to organize your brainstorming?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● The creation of multiple mind maps throughout the lesson. ● Making an outline based on their mind maps. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● When students start writing essays, they will be asked to submit their mind maps and outlines along with the essay so all can be compared. 	

Stage 3 - Learning Plan																							
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Review</td> <td style="text-align: right;">2 min.</td> </tr> <tr> <td>B. Hook</td> <td style="text-align: right;">2 min.</td> </tr> <tr> <td>C. Present</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>D. Notice</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>E. Practice</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>F. Sharing</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>G. Present 2 (Outlines) / Notice</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>H. Practice (Whole Class)</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>I. Practice (Individual)</td> <td style="text-align: right;">10 min.</td> </tr> <tr> <td>J. Transition into Essay</td> <td style="text-align: right;">15 min.</td> </tr> <tr> <td>K. Homework/Extension</td> <td style="text-align: right;">(at home: 5-15 minutes)</td> </tr> </table>		A. Review	2 min.	B. Hook	2 min.	C. Present	10 min.	D. Notice	10 min.	E. Practice	10 min.	F. Sharing	10 min.	G. Present 2 (Outlines) / Notice	10 min.	H. Practice (Whole Class)	15 min.	I. Practice (Individual)	10 min.	J. Transition into Essay	15 min.	K. Homework/Extension	(at home: 5-15 minutes)
A. Review	2 min.																						
B. Hook	2 min.																						
C. Present	10 min.																						
D. Notice	10 min.																						
E. Practice	10 min.																						
F. Sharing	10 min.																						
G. Present 2 (Outlines) / Notice	10 min.																						
H. Practice (Whole Class)	15 min.																						
I. Practice (Individual)	10 min.																						
J. Transition into Essay	15 min.																						
K. Homework/Extension	(at home: 5-15 minutes)																						

Total	about 92-94 min
<u>Prep, Materials, and Handouts</u>	
<ol style="list-style-type: none"> 1. mind maps in student handouts. 2. Outlines in the student handouts. 	
A. Review (optional) 2 minute	Ask students questions about their previous writing lessons. Focus on ideas that they struggled with to give them a review and warm-up.
B. Hook 2 minutes	<p>Ask students if they ever have a hard time writing in their L1. Ask which parts specifically. Give hints such as:</p> <ol style="list-style-type: none"> a. brainstorming / thinking of ideas b. organization c. grammar d. creativity <p>Ask students if being creative and being organized are similar or different skills. Emphasize that these two skills help each other to help them write better essays.</p> <p>Tell students you are going to give them two methods to map out their thoughts in a way that makes planning an essay easy. This will combine creativity with organization to make it much easier to write an essay. Tell them that this planning stage is paramount to writing a good essay, and really helps students instead of going straight to the writing without planning. Tell them the planning and brainstorming stage should be in all essays for this course, and they should turn in mindmaps, outlines, and the essays together (if the teacher desires).</p>
C. Present 10 minutes	Show students the mind maps that are in the handout. Tell them, “These are mind maps. They are a way to brainstorm and think about ideas. “ Explain the details of each mind map.
D. Notice 10 minutes	Bring attention to the organization of the mind maps. Ask students what the center word of various mind maps, the connected words, and what words further out are. Ask if words closer to the center are main ideas or details.
E. Practice 10 minutes	Call on several students and ask them for topic ideas, try to elicit ideas that are in line with the class goals, as well ideas

	<p>that would be known about among the students. Write these on the white board.</p> <p>As a class, elicit subtopics and add these to the mind maps. Show how you can be flexible when using a mind map by adding ideas and linking topics together, and that you don't have to plan or organize in a linear fashion..</p> <p>Have students pair up and make mind maps about a topic of their choosing. Tell students each mind map should have at least three subtopics, and each subtopic has 3-4 of its own subtopics.</p>
<p>F. Sharing 10 minutes</p>	<p>Have students share mind maps with each other, speaking about their topic and the main subtopics. Have students swap partners after sharing their ideas.</p> <p>Use this as an opportunity to assess if students</p>
<p>G. Present 2 (Outlines) / Notice 10 minutes</p>	<p>Now tell students you are going to tell them how to turn the mind map into an essay plan. Tell them that the mind map is great for getting ideas down, but it is not organized enough.</p> <p>Bring attention to the outlines in the student hand-outs, or ones you have prepared yourself. Show how the main idea, sub-ideas, and smaller details in the mind map match up with the outline.</p>
<p>H. Practice (Whole Class) 10 minutes</p>	<p>Choose a mind map that was made on the board earlier. This should be one that no one student made individually, as to make sure all students have one to practice with individually in the next stage.</p> <p>Now, make an outline with the students based on that mind map. If there is a computer word processing program popular with the students, show them using that with a projector if possible. Start with the big ideas first, then add in the smaller ideas until a full outline of the map exists</p>
<p>I. Practice (Individual) 10 minutes</p>	<p>Now have students turn their own mind maps into outlines. Move around the class and assess how they are doing.</p>
<p>J. Transition into Essay 15 minutes</p>	<p>After students have made outlines, show how the outline you put on the board or projector can easily be turned into an essay. If on the whiteboard, you can take a sample piece of the</p>

	<p>outline and turn it into a paragraph. If on a word processor and projector, copy and paste it into a new document and just type in full sentences to replace the outline format.</p> <p>Remind students that sentences should be written in paragraph blocks, and that they shouldn't write line by line.</p>
<p>K. Homework/ Extension 5-15 minutes</p>	<p>Have students think about an essay topic you've assigned them and mind map / outline it. They don't have to write the full essay, just do the initial planning and organizing.</p>

Unit 3.4: Essay Practice and First Essay

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. adapt a preexisting reading to follow the structure provided in this class. b. write their first essay in this class, following the structure provided in this class. 2. know... <ol style="list-style-type: none"> a. after a review, remember the main ideas of the writing portions of this class so far. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Refer to activity B (Verbal Review) for core information. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Refer to activity B (Verbal Review) for questions.
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Beginning of class review to see what students can remember ● Students will rewrite a pre-existing reading to fit the expectations of this class. ● Students will write their first essay ● <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● N/A 	

Stage 3 - Learning Plan													
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Hook</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">1 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Verbal Review</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Practice 1</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">40 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Practice 1 Assessment</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Actual Essay</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">40+ minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">Total Time</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">about 100 minutes</td> </tr> </table>		A. Hook	1 minutes	B. Verbal Review	10 minutes	C. Practice 1	40 minutes	D. Practice 1 Assessment	10 minutes	E. Actual Essay	40+ minutes	Total Time	about 100 minutes
A. Hook	1 minutes												
B. Verbal Review	10 minutes												
C. Practice 1	40 minutes												
D. Practice 1 Assessment	10 minutes												
E. Actual Essay	40+ minutes												
Total Time	about 100 minutes												
<p><u>Prep, Materials, and Handouts</u></p> <ol style="list-style-type: none"> 1. Handout from student handout packet 													

2. Copies of readings that students have already read	
A. Hook 1 minute	Ask students if they feel ready to write their first essay. Tell them today is the day, but first you want to review everything first.
B. Verbal Review 10 minutes	<p>Review what you have studied up to this point in this class. If you deviated from the lesson plans provided, make sure to include whatever changes you've added.</p> <p>You can approach this one of two ways. One is to go from the start of a hypothetical essay to the end, the second is to go chronologically from day one the writing portion of the course. Either way, you can ask the following questions:</p> <ol style="list-style-type: none"> 1. What are the three big parts of an essay? <ol style="list-style-type: none"> a. introduction, body paragraphs, conclusions 2. How do you start the introduction? <ol style="list-style-type: none"> a. with a hook 3. What are some hooks we spoke about? <ol style="list-style-type: none"> a. question, invitation, fact, contradiction, personal experience. 4. In the introduction, should you go from broad to specific or specific to broad when working towards the main idea/thesis? <ol style="list-style-type: none"> a. broad to specific 5. How do you end the introduction? <ol style="list-style-type: none"> a. main idea/thesis 6. How do you start a body paragraph? <ol style="list-style-type: none"> a. with a topic sentence 7. What are the 5 types of topic sentences covered in this class? <ol style="list-style-type: none"> a. same as the hook in the introduction: question, invitation, fact, contradiction, personal experience. 8. What is in the middle of a paragraph? <ol style="list-style-type: none"> a. content or supporting sentences 9. How do you end a paragraph? <ol style="list-style-type: none"> a. with a concluding sentence (sometimes) 10. What are the types of concluding sentences covered in this class? <ol style="list-style-type: none"> a. summary, transition, final thought 11. What is at the end of the essay? <ol style="list-style-type: none"> a. conclusion paragraph 12. What is usually the first sentence in the conclusion? <ol style="list-style-type: none"> a. a restatement of the main idea/thesis, not using

	<p>the same words.</p> <p>13. What are the next few sentences in the conclusion?</p> <p>a. a summary of the main points of the essay</p> <p>14. What is the last sentence of the conclusion?</p> <p>a. the final thought,</p> <p>15. What are some final thought ideas?</p> <p>a. quick summary, prediction, warning, emotional opinion, contradiction, encouragement, question, encouraging question, challenge.</p>
<p>K. Practice 1 40 minutes</p>	<p>Pair up students and have them look at recent readings in the course that doesn't fit the standard five paragraph essay format.</p> <p>Explain to students that you want them to try and re-write the reading into their own piece that follows the 5 paragraph essay format. Ask them to do the following in this order:</p> <ol style="list-style-type: none"> a. Identify the main idea/thesis of the writing. b. Identify the main sub-ideas. c. Identify supporting sentences. d. Make a mind map and then outline for the essay. e. Write an introduction paragraph starting with the main idea, then the funnel, then the hook. f. Write 2-4 body paragraphs, including topic sentences, supporting sentences, and a concluding sentence if it fits. g. Write the conclusion, by restating the main idea/thesis, summarizing it, and adding a final thought. h. Mention to the students that since the original essay might not have all of these features, they will need to get creative at points and there is no shame in asking for help or doing it as a class. <p>Emphasize that they are rewriting it in their own words and following the 5-paragraph essay structure. Tell them not to just copy sentences from the original article.</p> <p>Students might struggle doing this. If a computer and a projector are available the teacher can use a sample writing and go through it step by step with the students as a model before having the students do it themselves.</p>

<p>Practice 1 Assessment 10 minutes</p>	<p>Have students hand the mind map, essay, and outlines to you. Check to see if students have all of the components you expect. A rubric is in the student handout so you can provide feedback. Correct these as they begin mind mapping and outlining their first essay, if possible.</p>
<p>First Essay E. 40 + minutes</p>	<p>Based on the last 3 weeks, assess how much writing practice students need. If students might struggle, choose option A below. If students seem to be confident writers, choose option B below.</p> <p>A. For students' first essay, give them a topic based on easy concepts and daily tasks.</p> <ol style="list-style-type: none"> a. Please introduce yourself. b. What is your favorite movie? c. What is your dream? d. Who is your best friend? e. Tell me about your hobby. <p>B. For students' first essay, give them a topic based on the readings.</p> <ol style="list-style-type: none"> a. Introduce a country you studied in unit 1 & 2. Give facts and information that you found from the CIA World Factbook and OECD Better Life Index. <p>[optional] Emphasize to students you care more about the structure than other aspects, so long as the grammar is comprehensible.</p>

Unit 4.1: Global Energy Reading

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. name the main sources of electricity in the world. b. explain reasons for energy prices rising in Europe. c. discuss the controversy about expanding nuclear power in Europe. d. list some of the pros/cons for using different energy types. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Energy is a global market that is influenced by multiple issues around the world including supply/demand, security, and investment. ● Nuclear is a low greenhouse gas and reliable fuel source. ● Nuclear power does not have strong political support in some areas. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Is energy a global or local market? ● What are the pros and cons of nuclear power? ● What are some reasons for the increase in energy prices in Europe?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer comprehension questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan																	
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 0;">A. Hook</td> <td style="padding: 2px 0 2px 20px;">0 minute</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">B. Warm-up Questions</td> <td style="padding: 2px 0 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">C. Pre-reading activity</td> <td style="padding: 2px 0 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">D. Reading</td> <td style="padding: 2px 0 2px 20px;">30-40 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">E. Reading Activities</td> <td style="padding: 2px 0 2px 20px;">0 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">F. Reading Activities</td> <td style="padding: 2px 0 2px 20px;">0 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">G. Basic Comprehension Questions</td> <td style="padding: 2px 0 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">H. Post-reading Activity 1</td> <td style="padding: 2px 0 2px 20px;">15 minutes</td> </tr> </table>		A. Hook	0 minute	B. Warm-up Questions	10 minutes	C. Pre-reading activity	10 minutes	D. Reading	30-40 minutes	E. Reading Activities	0 minutes	F. Reading Activities	0 minutes	G. Basic Comprehension Questions	5 minutes	H. Post-reading Activity 1	15 minutes
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H. Post-reading Activity 1	15 minutes																

I. Post-reading Activity 2	15 minutes
J. Assessment	5 minutes
K. Review	5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Copies of the following articles, edited for clarity if need be:	
<p>Euronews. (2021, October 12). <i>Ten EU countries call on Brussels to label Nuclear Energy as green</i>. Retrieved October 24, 2021, from https://www.euronews.com/2021/10/11/led-by-france-10-eu-countries-call-on-brussels-to-label-nuclear-energy-as-green-source</p> <p>The Economist Newspaper. (2021, October 6). <i>The first big energy shock of the green era</i>. Retrieved October 24, 2021, from https://www.economist.com/leaders/2021/10/16/the-first-big-energy-shock-of-the-green-era</p>	
2. Copies of the corresponding handouts from the student packet.	
3. Teachers rusty in energy information can use the U.S. Department of Energy’s website at energy.gov , or the International Energy Agency at iea.org to look up information.	
A. Hook	The hook is built into the warm-up questions.
B. Warm-up Questions 10 minutes	<p>Have students answer the warm-up questions with a partner. After approximately 5 minutes, ask students to share their answers with the class.</p> <p>If students don’t know what the “net-zero greenhouse gases emission” goal is, you can tell them it is a goal to reduce the amount of greenhouse gases that are put into the atmosphere to balance those that are taken out, thus reducing the threat of climate change.</p>
C. Pre-Reading Activity 10 minutes	<p>Tell students to look at the box and look at the three questions. Tell them to consider the questions in relationship to each type of energy source.</p> <p>If students don’t know what an energy type is, explain it to them and give examples to help them out.</p>
D. Reading	Transition into the unit by explaining that they are going to

30-40 minutes	<p>read about energy in the EU. There will be an article about difficulties in prices and transitioning to cleaner energy in the EU. There will also be an article about how some countries would like to support nuclear energy as a green solution, while others oppose it.</p> <p>Hand out the articles, have students read the article two times.</p> <ul style="list-style-type: none"> ● Read quickly to get the main ideas ● Read slowly to get details <p>The teacher should encourage students to do reading activities E and F during the second reading rather than the first.</p>
E. Reading Activity 1	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>
F. Reading Activity 2	<p>While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
G. Basic Comprehension Questions 5 minutes	<p>After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.</p>
H. Post-reading activity 1 15 minutes	<p>Go through the readings a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.</p>
I. Post-reading activity 2 15 minutes	<p>Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.</p>
J. Assessment/Review 5 minutes	<p>Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.</p>

Unit 4.2: Global Energy Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. discuss the pros and cons of different energy sources. b. express opinions on different energy ideas. c. explain reasons for supporting certain energy sources in their country. 2. know... <ol style="list-style-type: none"> a. what sources of energy are the most common in the world / their country. b. what countries supply different sources of energy. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Answers to the questions on the right will vary year by year, especially with technological development ● Fossil fuels are the primary source of much electricity in the world, but contribute to pollution and climate change. There also can be security issues if controlled by unfriendly countries. ● Wind and solar as a power source are very clean, but reliant on the sun and wind and so are intermittent. They also take up a large amount of land. ● Nuclear power is reliable, takes up little land, and produces little pollution. Depending on the country, it is not politically or socially popular. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are the pros/cons of different energy sources? ● What are the most common/least common energy sources? ● What are the political or social implications of different energy types?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Summarize the main information in the reading via content questions. ● Collect pros/cons and sources of different energy sources. ● Explain reasons for supporting or disagreeing with different views on energy. ● Support/promote certain energy types by answering key questions. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan

Time Table

A. Hook/Review	1 minute
B. Review Questions	5 minutes
C. Content Activity	10 minutes
D. Factual Exploration	20 minutes
E. Group Swap Sharing	10 minutes
F. Agree/Disagree	15 minutes
G. Mini Project	25 minutes
H. Reports (Review/Assessment)	10 minutes
Total Time	about 100 minutes

Prep, Materials, and Handouts

1. Handout from student handout packet.

A. Hook/Review 1 minute	Ask students to review what they've read about before, try to bring up main ideas.
B. Review Questions 5 minutes	Tell students to do the review questions in order to give them a broad reminder of what they talked about the previous class.
C. Content Activity 10 minutes	Tell students you want them to review details of what they learned in the previous class. Have them answer the content questions with a partner and then check on their answers as a class.
D. Factual Exploration 20 minutes	<p>Tell students they need to do a deep dive into information about energy types. Break them into groups and have each group take a different energy type and look up information on it. Once they finish their own energy type, have them move onto the next one. This ensures each energy type has a dedicated group looking into it, as well as potentially extra groups to see what the first group missed.</p> <p>If students are interested in the U.S. energy breakdown, there is an interactive article online that teachers can show them.</p> <p>Muyskens, J., Keatings, D., & Granados, S. (2017, March 28). <i>Mapping how the United States generates its electricity</i>. The Washington Post. Retrieved October 25, 2021, from https://www.washingtonpost.com/graphics/national/power-plants/</p>

<p>E. Information Feedback 10 minutes</p>	<p>Have groups report their answers to the class. The instructor can use a projector or whiteboard to put the information about each energy type up on the screen and fill in any gaps in information.</p>
<p>F. Agree/Disagree 15 minutes</p>	<p>In this activity, tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
<p>G. Mini Project 25 minutes</p>	<p>Ask students if the problems in the EU can be seen in their own country. Tell them this next activity is about them recommending energy sources to their own country.</p> <p>Remind them of the factual exploration activity they finished earlier in the lesson. Tell them that they should use that information to make energy policy recommendations by answering the questions.</p>
<p>H. Report (Assessment) 10 minutes</p>	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess learners by moving around and watching them. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

Unit 4.3: Peer Review & Rewriting

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. review another student's work and give targeted feedback according to a rubric. b. finish their first essay in this class. 2. know... <ol style="list-style-type: none"> a. the standards and expectations that they will be held to for a basic essay. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Students will remember that a quality essay requires: <ul style="list-style-type: none"> ○ Introduction <ul style="list-style-type: none"> ■ Hook ■ Funnel ■ Main idea/thesis ○ Body paragraphs <ul style="list-style-type: none"> ■ Topic sentence ■ Supporting sentences ■ Concluding sentence ○ Conclusion <ul style="list-style-type: none"> ■ Restate main idea/thesis ■ Summarizes essay ■ Final thought ● Examples include <ul style="list-style-type: none"> ○ Hook/Topic sentence: personal experience, question, invitation, fact, contradiction, ○ Concluding sentences: summary, transition, final thought ○ Final thought of conclusion: quick summary, prediction, warning, emotional opinion, contradiction, encouragement, ask a question, encouraging question, challenge 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are the key components of a basic essay?

Stage 2 - Assessment

Performance Tasks

- Students should turn in their partner's assessment sheet of their work, along with the first draft for comparison.
- Students will turn in their first full essay in this class.

Other Evidence

- N/A

Stage 3 - Learning Plan

Time Table

A. Review	5 min.
B. Hook	2 min.
C. Present	3-5 min.
D. Main Activity	40 minutes
E. Rewriting	25 minutes
F. Feedback	20-30 minutes
 Total Time	 about 100 minutes

Prep, Materials, and Handouts

1. Provided handout detailing the peer review process. Make one copy per student, multiplied by the number of classmates' articles you want each student to review.
2. Any other standards or expectations you want to supplement.

A. Review
5 minute

Ask students if they can remember all the parts of an essay that we've studied. At this point students might be getting annoyed that it continuously gets brought up at the beginning of each class, but they need to realize it is important. Some of the main ones are:

- a. Introduction
 - i. Hook
 - ii. Funnel
 - iii. Main idea/thesis
- b. Body paragraphs
 - i. Topic sentence
 - ii. Supporting sentences
 - iii. Concluding sentence
- c. Conclusion
 - i. Restate main idea/thesis
 - ii. Summarizes essay
 - iii. Final thought

	<p>Ask if they remember the types of hooks and topic sentences, types of concluding sentences, and types of final thoughts.</p> <ul style="list-style-type: none"> d. Hook/Topic sentence: personal experience, question, invitation, fact, contradiction, e. Concluding sentences: summary, transition, final thought f. Final thought of conclusion: quick summary, prediction, warning, emotional opinion, contradiction, encouragement, ask a question, encouraging question, challenge
<p>B. Hook 2 minutes</p>	<p>Ask students if there has ever been a time when a classmate taught them better than a teacher, encourage them to give details.</p> <p>Transition into the activity by telling students you want their essays to be high quality so you are going to have them help each other for two reasons:</p> <ul style="list-style-type: none"> a. Your partner(s) will be able to give you feedback faster than the teacher can go through all of the students, so it can be more personalized. b. Giving feedback will also give you ideas by allowing you to look at other students' essays. c. It will help them review the content standards and expectations.
<p>C. Present 3-5 minutes</p>	<p>Present the handout by holding it in front of your chest before giving it out to students.</p> <p>Go through the questions and explain that you want them to look at their partners' essays in depth and carefully. They should read their partners' essays 3 times.</p> <ul style="list-style-type: none"> a. First, to get a general idea of what it is about. b. Second, to really check the questions on structure. c. Third, to look over the grammar and writing style. <p>Explain how the handout will help guide them through checking their partners' essays.</p> <p>Tell them that the goal is not to criticize, but help each other improve. Thus, students should give verbal feedback to the</p>

	<p>other student as they read. Students should discuss confusing points and not just try to check “yes” or “no.”</p> <p>Based on your assessment of how fast the students will be able to do this activity, assign them a number of partners equal to how many you think they can review in 40 minutes.</p> <p>Tell students when they turn in their final draft, they should staple everything together: first draft, feedback papers, and final draft.</p>
<p>D. Main Activity 40 minutes</p>	<p>Hand out the questionnaire and have the students work on it with their partners for about 40 minutes. Move around the room to ask questions, keep students on task, and check to make sure they are doing the activities properly.</p> <ol style="list-style-type: none"> a. For the part marked other, you can draw attention to specific features that you have taught. This can be grammar, vocabulary, genre specific aspects of a writing, or anything else.
<p>E. Rewriting 25 minutes</p>	<p>Once students have gotten enough feedback, tell them to rewrite their essay. They can do this in class if there is sufficient time.</p>
<p>F. Feedback 20-30 minutes</p>	<p>If students finish before the end of the period, and some will, invite them to come to you and look over their essays quickly. Give quick immediate verbal feedback if there is a line of students, give more detailed verbal feedback if there isn't.</p> <p>Keep the essays so that you can go over them more carefully outside of class. If students want a copy immediately, give them a photocopy or they can take a picture with their phone.</p> <p>After you give back the fully corrected version, encourage the students to rewrite their essay a second time.</p>
<p>G. Assessment (Outside of class)</p>	<p>Compare the feedback papers with the first draft and the final draft once a student turns in the final draft..</p> <p>Take note of where students struggled, so that you can give targeted lessons on future writings.</p>

Unit 4.4: Adding Details and Second Essay

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. describe nouns using subordinate clauses. b. write their first content-based essay. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Subordinate clauses can be used to make essays that sound more natural and complex. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What is one way can we give essays a more natural, complex, and descriptive feel?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will find patterns in the grammar/rules. ● Students will do controlled and semi-controlled practice of the target language. ● Students will practice the language on the next and future writing. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● The teacher can check future writings to see if students continue to use the target language. 	

Stage 3 - Learning Plan																									
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 0 2px 20px;">A. Warm-up & Review</td> <td style="text-align: right; padding: 2px 0 2px 20px;">2 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">B. Transition</td> <td style="text-align: right; padding: 2px 0 2px 20px;">1 minute</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">C. Examples</td> <td style="text-align: right; padding: 2px 0 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">D. Target language search</td> <td style="text-align: right; padding: 2px 0 2px 20px;">5-10 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">E. Questions & Explanation</td> <td style="text-align: right; padding: 2px 0 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">F. Additional Information</td> <td style="text-align: right; padding: 2px 0 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">G. Practice</td> <td style="text-align: right; padding: 2px 0 2px 20px;">1 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">H. Combine the Sentence</td> <td style="text-align: right; padding: 2px 0 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">I. Additional Examples</td> <td style="text-align: right; padding: 2px 0 2px 20px;">3 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">J. Freestyle practice</td> <td style="text-align: right; padding: 2px 0 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">K. Review</td> <td style="text-align: right; padding: 2px 0 2px 20px;">2 minutes</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">L. Longer Practice</td> <td style="text-align: right; padding: 2px 0 2px 20px;">50 minutes</td> </tr> </table>		A. Warm-up & Review	2 minutes	B. Transition	1 minute	C. Examples	5 minutes	D. Target language search	5-10 minutes	E. Questions & Explanation	10 minutes	F. Additional Information	5 minutes	G. Practice	1 minutes	H. Combine the Sentence	5 minutes	I. Additional Examples	3 minutes	J. Freestyle practice	10 minutes	K. Review	2 minutes	L. Longer Practice	50 minutes
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L. Longer Practice	50 minutes																								

Total Time	about 100 minutes
<p><u>Prep, Materials, and Handouts</u></p> <ol style="list-style-type: none"> 1. Students should have the following articles, but the teacher should have some physical extra on hand if a student forgot them: 2. <ol style="list-style-type: none"> a. Euronews. (2021, October 12). <i>Ten EU countries call on Brussels to label Nuclear Energy as green</i>. Retrieved October 24, 2021, from https://www.euronews.com/2021/10/11/led-by-france-10-eu-countries-call-on-brussels-to-label-nuclear-energy-as-green-source. 3. Copies of the article that can be shown on a projector so the teacher can draw students' attention to key features. 4. Copies of the corresponding handouts from the student packet. 	
A. Warm-up & Review 2 minute	<p>Ask students what they read recently, including the title and content of the article. Make sure to get enough main points such as:</p> <ul style="list-style-type: none"> ● Title ● Main Idea/Thesis ● Main points/evidence ● Genre
B. Transition 1 minutes	<p>Tell students they will now deconstruct a key feature of the article so they can use it in their own writing. Explain that simply translating from their L1 will not suffice, and they should try to follow English writing styles.</p> <p>Write “adding information” on the board and tell students to write this on their handout.</p> <p>Explain using both regular adjectives with relative clauses will make their writing sound more natural and authentic.</p>
C. Examples 5 minutes	<p>Give one or two examples on the board, and explain the words <i>that</i>, <i>which</i>, and <i>who</i> can add additional information. Give examples such as.</p> <ul style="list-style-type: none"> ● English is a language that is used around the world. ● English class, which I love, has a funny teacher. ● The teacher, who is American, drinks lots of coffee.
D. Target language search 5-10 minutes	<p>Direct students to find more examples and write them in the TARGET LANGUAGE EXAMPLES box.</p>

	<p>The Euro news article includes the following:</p> <ul style="list-style-type: none"> ● ...a low-carbon energy source that should be part of the bloc's decades-long transition towards climate neutrality... ● ...independent energy source that could protect EU consumers... ● ...a technical guidebook that helps governments and investors to identify which projects respect the Paris Agreement... ● Activities that fall under the taxonomy... ● The letter, which was initiated by France... ● On the one side, Germany, which plans to shut down all its reactors by 2022... ● On the other side, France, which obtains over 70% of its electricity from nuclear stations... ● Paris has the backing of several Eastern states, which have already earmarked millions for nuclear projects... ● ...disastrous nuclear accidents, ... which are still deeply rooted in the collective imagination....
<p>E. Questions and Exploration 10 minutes</p>	<p>Give students the following questions and have them work in teams or with a class.</p> <ol style="list-style-type: none"> 1. What is the purpose of this grammar? <ol style="list-style-type: none"> a. To give additional information 2. Where is the grammar feature located? <ol style="list-style-type: none"> a. After a noun that you want to give more information about. 3. How often is it being used? <ol style="list-style-type: none"> a. Not in every sentence, but when a single adjective can't convey the information needed. 4. How is it constructed? <ol style="list-style-type: none"> a. [noun] + that/which + clause without referenced item.
<p>F. Additional Notes 5 minutes</p>	<p>Explain to students that when adding additional information to a specific item there are some rules.</p> <ol style="list-style-type: none"> 1. 'that' is restrictive and focuses on something specific. You need the information to understand the item. 2. 'which' is non-restrictive, and adds information. You don't need the information to understand the clause, it is for more information. <ul style="list-style-type: none"> ● Oil, which is used all around the world for energy, produces billions of dollars a year in sales. ● Cheese, which is delicious, is a gift from heaven.

	<ul style="list-style-type: none"> ● The oil that was used in my car was expensive. ● The cheese that was in my refrigerator was old. ● The shoes that are blue are on sale. ● The shoes, which are blue, are on sale. ● The cat that is orange is friendly. ● The cat, which is orange, is friendly.
G. Practice 1 minute	Have students listen to and repeat the instructor saying the sentences above.
H. Combine the Sentence 5 minutes	Direct students to the <i>Combine the Sentence</i> activity in their handout. Tell them to combine the sentences into a single sentence.
I. Additional Examples 3 minutes	Explain to students that they can also use this grammar to practice describing people. Ask if the question word “what” refers to an object, what question word would you use with people? Explain that they can use “who” for subject words, and “whom” for object words. Have students do the <i>Additional Examples</i> .
J. Freestyle Practice 10 minutes	<p>Transition into this activity by telling students they are going to play a game where they have to practice the feature. They need to ... play the “I’m thinking of game.” Model the game by choosing a student and having them secretly think of an item or person. Then ask questions to try and guess what it is. Then have students play it themselves in teams.</p> <ul style="list-style-type: none"> ● Is this a person who is alive? ● Is this a thing that you can eat?
K. Review 2 minutes	<p>Ask students what they studied today by asking them:</p> <ol style="list-style-type: none"> 1. What is the name of the feature? 2. Why should you use it? 3. What is the pattern that should be used?
L. Long Practice 50 minutes	<p>Tell students that they are going to begin their writing. Give them the following options, and remind them to brainstorm and outline before writing:</p> <ul style="list-style-type: none"> ● Which energy source should be promoted in your country? ● Which political ideology from Unit 1 do you relate to the most? <p>Tell students to use the grammar taught today in their writing and mark it on their paper.</p>

Unit 5.1: China Limits Video Games

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. explain the Chinese government's new policy on video game use for minors. b. explain how the Chinese Communist Party works. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● China limited children playing video games to three hours most weekends. ● China enforces these limits by making people who play online register using their real names. ● The Chinese government is a single party state that can implement policy without opposition. ● The Chinese government was inspired by the Russian communist revolution of 1917. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● How did the Chinese government regulate video games? ● How does China enforce these limits? ● How does this reflect the Chinese government system? ● What inspired the Chinese government system?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan															
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">A. Hook</td> <td style="text-align: right; padding: 2px;">1 minute</td> </tr> <tr> <td style="padding: 2px;">B. Warm-up Questions</td> <td style="text-align: right; padding: 2px;">10 minutes</td> </tr> <tr> <td style="padding: 2px;">C. Reading I</td> <td style="text-align: right; padding: 2px;">20 minutes</td> </tr> <tr> <td style="padding: 2px;">D. Reading II</td> <td style="text-align: right; padding: 2px;">25 minutes</td> </tr> <tr> <td style="padding: 2px;">E. Reading Activities</td> <td style="text-align: right; padding: 2px;">0 minutes</td> </tr> <tr> <td style="padding: 2px;">F. Reading Activities</td> <td style="text-align: right; padding: 2px;">0 minutes</td> </tr> <tr> <td style="padding: 2px;">G. Basic Comprehension Questions</td> <td style="text-align: right; padding: 2px;">5 minutes</td> </tr> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. Reading I	20 minutes	D. Reading II	25 minutes	E. Reading Activities	0 minutes	F. Reading Activities	0 minutes	G. Basic Comprehension Questions	5 minutes
A. Hook	1 minute														
B. Warm-up Questions	10 minutes														
C. Reading I	20 minutes														
D. Reading II	25 minutes														
E. Reading Activities	0 minutes														
F. Reading Activities	0 minutes														
G. Basic Comprehension Questions	5 minutes														

H. Post-reading Activity 1	15 minutes
I. Post-reading Activity 2	15 minutes
J. Assessment	5 minutes
K. Review	5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Copies of the following article and reading, edited for clarity if need be:	
Albert, E., Maizland, L., & Xu, B. (2021, June 23). <i>The Chinese Communist Party</i> . Council on Foreign Relations. Retrieved November 14, 2021, from https://www.cfr.org/background/chinese-communist-party .	
<i>China bans kids from playing online video games during the Week</i> . CNN. Retrieved October 4, 2021, from https://edition.cnn.com/2021/08/31/tech/china-ban-video-games-minor-intl-hnk/index.html	
2. Copies of the corresponding handouts from the student packet.	
A. Hook 1 minutes	Ask students if they play video games, and what video game they like. If they don't play video games, ask why.
B. Warm-up Questions 10 minutes	Have students discuss the warm-up questions in groups, and then call on them to share them with the class:
C. Reading I 20 minutes	Give students the article titled <i>China bans kids from playing online video games during the Week</i> . Instruct students to read it twice. The first time to quickly get the main ideas, the second time to get details. During their reading, have them do activities E & F. After they've read, have students read together as a class with the teacher. The teacher should ask key grammar, vocabulary, and content questions.
D. Reading II 25 minutes	Have students do The People's Brainstorming activity, and then have them read the CFR explainer <i>The Chinese Communist Party</i> . Instruct students to read it twice. The first time to quickly get the main ideas, the second time to get details. During their reading, have them do activities E & F. After they've read, have students read together as a class with the teacher. The teacher should ask key grammar, vocabulary,

	and content questions.
E. Reading Activity 1	While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."
F. Reading Activity 2	While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout. After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.
G. Basic Comprehension Questions 5 minutes	After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.
H. Post-reading activity 1 15 minutes	Go through the reading(s) a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.
I. Post-reading activity 2 15 minutes	Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.
J. Assessment/Review 5 minutes	Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.

Unit 5.2: Video Games Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. give details about China’s demographics and economy. b. express their opinions about China’s ability to implement video game restrictions. c. express their personal opinions on video game restrictions, hobbies, and their intersection with education. 2. know... <ol style="list-style-type: none"> a. key statistical information about China. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● The CCP has much more power than many country’s political parties. ● They are a single party state. ● This allows them to put more effort into controlling social norms. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What is China doing in terms of video games and minors? ● What kind of government does China have? ● How can they implement this system? ● What are your opinions on... <ul style="list-style-type: none"> ○ video games ○ limiting screen time ○ parents responsibility about these issues.
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Content questions relating to the reading ● Information search activity ● Several discussion tasks that the teacher can monitor live and give immediate feedback to ● An end of the class summary given by students 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan	
<u>Time Table</u>	
A. Hook/Review	1 minute
B. Review Questions	5 minutes
C. Content Activity	20 minutes
D. Factual Exploration	20 minutes
E. Agree/Disagree	20 minutes
F. Discussion Questions	25 minutes
G. Reports (Review/Assessment)	10 minutes
Total Time	about 100 minutes
<u>Prep. Materials, and Handouts</u>	
1. Handout from student handout packet.	
A. Hook/Review 1 minutes	Ask students what they did last night. If any of them played video games, jokingly remind them that video games are addictive and they should only play a limited amount. Then remind them about the articles they read and that they will be able to discuss those articles' content, do a mini research project, and be able to share their opinions on it.
B. Review Questions 5 minutes	Refresh students memories of the articles by having them answer the review questions together as a class.
C. Content Activity 20 minutes	Have students look at the CONTENT ACTIVITY and answer the questions about the article to review it. After 10 minutes, call on students to see if they could answer all the questions.
D. Factual Exploration 20 minutes	Point students to the factual exploration search. Encourage them to use any and all tools to find the information. Have students fill in the information about China. Remind them about the CIA World Factbook if they've used that before. After students find the information, direct them to the questions underneath the factual exploration.
E. Agree/Disagree	In this activity, tell students to read the statements and circle

20 minutes	<p>how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
F. Discussion Questions 25 minutes	<p>Have students go through the discussion questions at the end of the lesson plan. They should ask their partner for their answers and make sure to ask follow-up questions.</p> <p>While they are speaking, move between groups and check students for comprehension and speaking. Help students with anything they are struggling with.</p>
G. Report (Assessment) 10 minutes	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback about anything you find interesting. Ask follow-up questions if students say anything noteworthy or unique.</p>

Unit 5.3: Instructor & Peer Review and Rewriting

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. receive and get feedback based on a rubric from their peers. b. finish their next essay in this class. c. expand their tools for crafting a quality essay. 2. know... <ol style="list-style-type: none"> a. some of the methods that their classmates have been using in their essays. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Students themselves often have great ideas that other students don't get to see. Even though they are not teachers they can learn from each other. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Other than the teacher or text examples, where can students get ideas for their writings?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students should be able to recall new ideas that have been brought up in class. ● Students should turn in their partner's assessment sheet of their work, along with the first draft for comparison. ● Students will complete their next essay and turn it in during or after class. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● N/A 	

Stage 3 - Learning Plan													
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 0;">A. Review</td> <td style="padding: 2px 0 2px 20px;">0 min.</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">B. Hook</td> <td style="padding: 2px 0 2px 20px;">2 min.</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">C. Instructor Review</td> <td style="padding: 2px 0 2px 20px;">30-40 min.</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">D. Assessment/Review</td> <td style="padding: 2px 0 2px 20px;">5 min.</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">E. Peer Review & Rewriting</td> <td style="padding: 2px 0 2px 20px;">50 min.</td> </tr> <tr> <td style="padding: 2px 20px 2px 0;">Total Time</td> <td style="padding: 2px 0 2px 20px;">about 87-97 minutes</td> </tr> </table>		A. Review	0 min.	B. Hook	2 min.	C. Instructor Review	30-40 min.	D. Assessment/Review	5 min.	E. Peer Review & Rewriting	50 min.	Total Time	about 87-97 minutes
A. Review	0 min.												
B. Hook	2 min.												
C. Instructor Review	30-40 min.												
D. Assessment/Review	5 min.												
E. Peer Review & Rewriting	50 min.												
Total Time	about 87-97 minutes												
<p><u>Prep, Materials, and Handouts</u></p>													

<ol style="list-style-type: none"> 1. Handout from student handout packet. 2. A few student essays used as examples, used with permission of the student. 	
A. Review 0 minute	None
B. Hook 2 minutes	<p>Ask students how they feel about their current essay compared to their previous essay. Ask them if the peer review activity in the last unit helped them.</p> <p>Transition into the activity by pointing out that, as a student, they only get to see the feedback on their own writings. Tell students they are going to see feedback on each others' essays. Thank the students who let you use their essays, anonymously if they'd prefer it that way.</p>
C. Instructor Review 30-40 minutes	<p>Use your projector/screen to share the essay examples with the class. Depending on the essay, you may need to do warm-up activities so that students who aren't as familiar with the topic will be more easily able to understand it.</p> <p>Give students the handout for 5.3, tell them to write down key features and notes as you go through the essays.</p> <p>Go through each essay twice with the class. Once so students get a general idea of the content, and a second time to analyze the style.</p> <p>Ask students to take note of the standard features of an essay you have taught that are used in the essay. Additionally, point out features that you haven't taught or haven't thought of teaching but appear in an essay. Use the student examples to expand the list of tools and ideas that students can use.</p> <p>For example, if a student used a highly controversial statement as a hook to shock the reader, that would be noteworthy as it wasn't taught in this project.</p> <p>To help students understand some of the ideas, you may want to give examples of the opposites, either to show what sounds good or what doesn't.</p> <p>Additionally, point out mistakes, awkward phrases, or problems with the essay (politely, of course) so that students can also see what probably should be avoided.</p>

Assessment/Review 10 minutes	Ask students to compile a list of ideas that you've talked about. Ask them what they like or haven't considered using, drawing attention to specific examples if they don't volunteer up ideas.
E. Peer Review & Rewriting 50 minutes	Follow the instructions for the peer review portion of unit 4.3 for their current essay. Tell students: <ul style="list-style-type: none">● After peer reviewing they should rewrite their essays.● They might not have time to finish rewriting in class, and should rewrite it at home.● If any new features they learned today would fit in their essay they should incorporate it.

Unit 5.4: Reporting on Recent Events

Stage 1 - Desired Results																					
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. write about a recent event. 2. know... <ol style="list-style-type: none"> a. how and when to use simple past and present perfect in writings. 																					
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Simple past can be used to report a past event. ● Present perfect can be used to report on a recent event, experience, or an event that occurred at a non-specified time. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What grammar features can be used to report on recent events? 																				
Stage 2 - Assessment																					
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will find patterns in the grammar/rules. ● Students will do controlled, semi-controlled, and free practice of the target language. ● Students will practice the language on the next and future writing. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● The teacher can check future writings to see if students continue to use the target language. 																					
Stage 3 - Learning Plan																					
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">A. Warm-up & Review</td> <td style="text-align: right;">2 minutes</td> </tr> <tr> <td style="padding-left: 20px;">B. Transition</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td style="padding-left: 20px;">C. Target language in context</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td style="padding-left: 20px;">D. Target language in isolation</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td style="padding-left: 20px;">E. Questions & Explanation</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td style="padding-left: 20px;">F. Controlled Practice</td> <td style="text-align: right;">1 minutes</td> </tr> <tr> <td style="padding-left: 20px;">G. Semi-controlled Practice</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td style="padding-left: 20px;">H. Freestyle practice</td> <td style="text-align: right;">20 minutes</td> </tr> <tr> <td style="padding-left: 20px;">I. Review</td> <td style="text-align: right;">2 minutes</td> </tr> <tr> <td style="padding-left: 20px;">J. Longer Practice</td> <td style="text-align: right;">50 minutes</td> </tr> </table>		A. Warm-up & Review	2 minutes	B. Transition	1 minute	C. Target language in context	10 minutes	D. Target language in isolation	5 minutes	E. Questions & Explanation	15 minutes	F. Controlled Practice	1 minutes	G. Semi-controlled Practice	5 minutes	H. Freestyle practice	20 minutes	I. Review	2 minutes	J. Longer Practice	50 minutes
A. Warm-up & Review	2 minutes																				
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F. Controlled Practice	1 minutes																				
G. Semi-controlled Practice	5 minutes																				
H. Freestyle practice	20 minutes																				
I. Review	2 minutes																				
J. Longer Practice	50 minutes																				

Total Time	about 96 minutes
<p><u>Prep, Materials, and Handouts</u></p> <ol style="list-style-type: none"> 1. Students should have the following article, but the teacher should have some extra on hand if a student forgot them: <ol style="list-style-type: none"> a. <i>China bans kids from playing online video games during the Week</i>. CNN. Retrieved October 4, 2021, from https://edition.cnn.com/2021/08/31/tech/china-ban-video-games-minor-intl-hnk/index.html 2. Copies of the article that can be shown on a projector so the teacher can draw students' attention to key features. 3. Copies of the corresponding handouts from the student packet. 	
<p>A. Warm-up & Review 2 minute</p>	<p>Ask students to do the warm-up questions on the student hand-out. Try to get them to note:</p> <ul style="list-style-type: none"> ● Much of the article is written in simple past or present perfect. ● It is about a recent (at the time of writing) event that has current implications. ● It is written in a rather plain or neutral style, not informal or highly formal.
<p>B. Transition 1 minutes</p>	<p>Tell students they will now deconstruct a key feature of the article so they can use it in their own writing.</p> <p>Write “reporting recent events” on the board, and draw three lines underneath it. Under these three lines, write simple past, present perfect, and other.</p>
<p>C. Target language in context 10 minutes</p>	<p>Project the article on a projector screen, or refer students to their handouts. Go through the article sentence-by-sentence, and ask students to identify if a verb is simple past, present perfect, or other.</p> <p>If students don't know what present perfect is, point out the structure of the following areas:</p> <ul style="list-style-type: none"> ● China has barred online gamers... ● In recent months, China has embarked... ● ...which has engulfed... ● ...that has expanded to reach... ● Tencent has previously noted...

<p>D. Questions and Exploration 10 minutes</p>	<p>Ask students to look at these and try to determine the difference between this and simple past.</p> <ol style="list-style-type: none"> 1. What is the focus of the grammar? <ol style="list-style-type: none"> a. simple past vs. present perfect 2. Which grammar feature is about a definite time in the past? <ol style="list-style-type: none"> a. simple past 3. Which grammar feature is about an unspecified time in the past? <ol style="list-style-type: none"> a. present perfect 4. In which structure is the action clearly finished? <ol style="list-style-type: none"> a. simple past 5. In which structure is the action potentially still influential or important? <ol style="list-style-type: none"> a. present perfect 6. What is the grammar structure of present perfect? <ol style="list-style-type: none"> a. subj + has/have + past participle...
<p>E. Visual Aid 2-3 minutes</p>	<p>Draw a horizontal line on the board and then do the following:</p> <ol style="list-style-type: none"> 1. Mark the middle of the line as present. 2. Mark the right side of the line as future. 3. Mark the left side of the line as past. 4. Draw a small vertical line in the past and write “simple past.” This represents a completed action in the past. 5. Draw an arrow from the present to a nebulous point in the past and circle a portion of the past using dashes, not a solid line. Mark this “present perfect.” 6. Explain that the simple past represents a clear time. Point out that the present perfect refers to a less concrete time or unimportant in the past. 7. Emphasize this by making an example sentence, “Have you ever been to the capitol? Yes, I have.” Draw a few more arrows into the circle to point out that any time in the past could be the answer, but it isn’t important. Then say, “I have, but yesterday, one month ago, ten years ago, it doesn’t matter. It’s not important when. It’s just important that I have.” 8. Ask the students a few personal questions about them that are not time sensitive, and point out that the exact “when” isn’t important. <p>If students would benefit from it, contrast present perfect with past perfect. Explain that in present perfect you are talking about a past event, but past perfect represents a past event that</p>

	happened before another past event, such as, “I had met my boyfriend before I graduated from high school.”
F. Controlled Practice 1 minute	Direct students to the examples from the reading and have them listen and repeat them to you.
G. Finish the Sentences 5 minutes	Direct students to <i>Finish the Sentence</i> box. Have them make sentences with the given words.
H. Freestyle Practice 20 minutes	<p>Tell students they will now play the two truths and a lie game. Tell them they are going to report on their own lives. Explain they need to come up with 3 things they have done this year, and use present perfect to report them.</p> <p>However, one of those items needs to be a lie. Students should report on their experiences, and then have their partner guess what is the lie by also using present perfect. Hint that students shouldn't always put the lie 3rd, since many students will think of two truths first and the lie last.</p>
I. Review 2 minutes	<p>Ask students what they studied today by asking them:</p> <ol style="list-style-type: none"> 1. What is the name of the feature? 2. What is the pattern that should be used? 3. How is it different from the simple past? 4. When are you expected to use it in your homework?
J. Long Practice 50 minutes	<p>Tell students that they are going to begin their next writing essay. Give them the following options, and remind them to brainstorm and outline before writing:</p> <ul style="list-style-type: none"> ● What is a recent law that has passed in your country? What do people think about it? ● What is a recent social event that people have been talking about in your country? Why is it a popular conversation piece and what are people saying? <p>Tell students to use the present perfect when appropriate, and mark it on their paper.</p>

Unit 6.1: Columbus & Indigenous Peoples' Day Reading

Stage 1 - Desired Results											
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. explain the reason for Columbus Day in the United States. b. explain why there is a movement to replace or remove Columbus Day with an Indigenous Peoples' Day. 											
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Columbus Day is celebrated in the United States due to Irish and Italian Catholics trying to come together to increase their acceptance in the country. ● Some people oppose Columbus Day because he was brutal towards natives in the Americas. ● Indigenous Peoples' Day is a suggested alternative holiday to respect the people who lived on the land before Europeans arrived. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● Why is Columbus Day celebrated? ● Why is Columbus Day opposed? ● What is being promoted as a replacement or supplement to Columbus Day? 										
Stage 2 - Assessment											
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will summarize the content of two articles. ● Students will answer discussion questions at the end of the reading. ● The teacher will ask students about key vocabulary and grammar during a whole-class read through of the articles. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 											
Stage 3 - Learning Plan											
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding-left: 20px;">A. Hook</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td style="padding-left: 20px;">B. Warm-up Questions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td style="padding-left: 20px;">C. Pre-reading activity</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td style="padding-left: 20px;">D. Reading</td> <td style="text-align: right;">30-40 minutes</td> </tr> <tr> <td style="padding-left: 20px;">E. Reading Activities</td> <td style="text-align: right;">0 minutes</td> </tr> </tbody> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. Pre-reading activity	10 minutes	D. Reading	30-40 minutes	E. Reading Activities	0 minutes
A. Hook	1 minute										
B. Warm-up Questions	10 minutes										
C. Pre-reading activity	10 minutes										
D. Reading	30-40 minutes										
E. Reading Activities	0 minutes										

F. Reading Activities	0 minutes
G. Basic Comprehension Questions	5 minutes
H. Post-reading Activity 1	15 minutes
I. Post-reading Activity 2	15 minutes
J. Assessment	5 minutes
K. Review	5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Copies of the following articles, edited for clarity if need be:	
Waxman, O. B. (2021, October 8). <i>How Columbus Day became known as an Italian-american holiday</i> . Time. Retrieved October 17, 2021, from https://time.com/6104176/christopher-columbus-italian-american/	
Segarra, L. M. (2017, August 31). <i>Indigenous peoples vs. Columbus Day: Everything to know</i> . Time. Retrieved October 17, 2021, from https://time.com/4923164/indigenous-peoples-day-columbus-day/	
2. Copies of the corresponding handouts from the student packet.	
A. Hook 1 minute	Ask students if they ever wish they could be an explorer and travel the world. Ask them how it would feel to be an explorer arriving in a place vs. having a person arrive in your city and saying they “discovered” you.
B. Warm-up Questions 10 minutes	Have students discuss the warm-up questions on the student handout. After giving them about 5 minutes to discuss, call on students to share their answers with the class.
C. Pre-Reading Activity 10 minutes	Tell students to look at the events listed in the pre-reading box. Tell them to answer the three questions listed above the box with a partner. Students might have a difficult time doing the third question, so scaffold it by giving some examples. For example, “a <i>personality cult</i> is when someone is praised and respected far more than they deserve. Understanding <i>personality cults</i> are important because they explain why some people are protected from criticism even if they make mistakes. <i>Personality cults</i> can be related to <i>cultural pride</i> because a famous person in a culture’s history will be protected from attacks on their faults and mistakes.” Transition into the unit by explaining that students will read about how Columbus, who is very famous in the Americas, is also becoming more controversial as time goes on.

<p>D. Reading 30-40 minutes</p>	<p>Hand out the articles, have students read the article two times.</p> <ul style="list-style-type: none"> ● Read quickly to get the main ideas ● Read slowly to get details <p>The teacher should encourage students to do reading activities E and F during the second and third reading rather than the first.</p>
<p>E. Reading Activity 1</p>	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>
<p>F. Reading Activity 2</p>	<p>While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
<p>G. Basic Comprehension Questions 5 minutes</p>	<p>After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.</p>
<p>H. Post-reading activity 1 15 minutes</p>	<p>Go through the readings a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.</p>
<p>I. Post-reading activity 2 15 minutes</p>	<p>Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.</p>
<p>J. Assessment/Review 5 minutes</p>	<p>Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.</p>

Unit 6.2: Columbus & Indigenous Peoples' Day Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. connect colonial events with the modern day. b. be able to express their opinions about Columbus Day. c. [optional] explain an event that divided two peoples and describe a potential holiday to bring those people back together. 2. know... <ol style="list-style-type: none"> a. a few interesting events that happened during colonial times. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● The world has been heavily changed due to colonialism, including the spread of religion, politics, language, trade, etc. ● Some of the major driving forces of colonialism were economics and national security. ● Japan became a colonizer because it was trying to copy the west so it wouldn't get colonized itself. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are some major events from colonial times, and how can we see their effects in the modern world? ● What were some of the main driving forces of colonialism? ● Why did Japan become a colonizer?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will do several questions to review key information from the reading. ● Students will guess at trivia games before being provided with the answers, the students will be able to explain the parallels between events in the past and those in the present. ● Students will have the option of three activities that can be summarized at the end of class. <ul style="list-style-type: none"> ○ agree/disagree questions ○ discussion questions ○ making a holiday. ● Students will give mini-reports at the end of class on what they discussed. 	
<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan

Time Table

A. Hook/Review	1 minute
B. Review Questions	5 minutes
C. Content Activity	10 minutes
D. Factual Exploration	25 minutes
E. Summaries	5 minutes
F. Agree/Disagree	15 minutes
G. Discussion Questions (Option 1)	25 minutes
H. Mini Project (Option 2)	25 minutes
I. Reports (Review/Assessment)	10 minutes
Total Time	about 95-100 minutes

Prep, Materials, and Handouts

1. Handout from student handout packet.

A. Hook/Review 1 minute	Ask students to review what they've read about before, try to bring up main ideas.
B. Review Questions 5 minutes	Ask students to do the review questions in pairs. Then direct them to answer as a whole class to warm them up. Give feedback or fill in any gaps in information that you think they shouldn't miss.
C. Content Activity 10 minutes	Direct students to the content questions about the previous day's readings. Tell students they should take about 7 or 8 minutes to review the content from yesterday's class. Then check on their answers to see if they got them correct.
D. Factual Exploration 25 minutes	<p>Explain to students that Columbus's voyage started a new era in exploration, trade, travel, war, conquest, and economics. Tell them they are going to play a trivia game in their groups about colonialism. Ask students if anyone knows what colonialism is, if not explain it is when a country takes over another country by force, and moves its own people there to control the native population against their will.</p> <p>Explain that colonization was one of the most important events in human history. Have students go through the questions and see if they can answer them in groups. Afterwards, check their answers. The answers for the trivia are:</p>

	<ol style="list-style-type: none"> 1. Central America 2. India 3. 1500s 4. Poland 5. gold/silver 6. British 7. British 8. all of the above, they are all New World Crops 9. mercantilism 10. Spain, United States 11. Japan 12. enslaved Africans 13. Germany 14. After World War II <p>After finishing, tell students to go through the answers and see how the information explains the state of the modern world. For example, the Philippines was colonized by both Spain and the United States. That's why Spanish and English are both major languages there.</p> <p>Data for the trivia came from, and further information can be found at:</p> <p>Webster, R. A. , Nowell, . Charles E. and Magdoff, . Harry (2020, December 9). <i>Western colonialism</i>. Retrieved October 18, 2021, <i>Encyclopedia Britannica</i>. https://www.britannica.com/topic/Western-colonialism</p>
<p>E. Summaries 5 minutes</p>	<p>Call on groups to have them explain 2-3 ways in which colonialism led to the state of the modern world today and why it is important.</p>
<p>F. Agree/Disagree 15 minutes</p>	<p>In this activity, tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.</p> <p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>

<p>G. Discussion 25 minutes</p>	<p>Tell students that there will be two options for them to do next (or just one, if teachers think there one option is better). Tell students they can either do discussion questions, and try to come up with detailed information, or they can flex their creativity by making a holiday. There will probably only be time for one. Tell them if they do the discussion questions to make sure to ask a lot of follow up questions.</p>
<p>H. Mini Project 25 minutes</p>	<p>Tell students their other option is to think of two groups that don't get along or don't see eye-to-eye. Since some Columbus supporters and some Indigenous Peoples' Day supporters are in disagreement, you want your students to understand why it would be hard to bridge the gap by making students make their own holiday.</p> <p>Point to the questions in the activity, and show how they relate to the example table that is filled out, and how that is connected to the sample summary.</p> <p>If students want to do this activity, stress that they need to design it in a way that will be appealing to both groups. If students express frustration, point out that could be how people in the Columbus Day vs. Indigenous Peoples' Day debate feel. Regardless, tell them they have 25 minutes to design a holiday in their group, and then present it to the class. Assess if you think the students will have enough time to just informally design it or write it out in a full writing form as in the example, and tell them that is your expectation for them.</p>
<p>I. Report (Assessment) 10 minutes</p>	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess learners by moving around and watching them. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

Unit 6.3: Instructor & Peer Review and Rewriting

For Unit 6.3, follow the instructions for unit 5.3. Make sure to look over the lesson plan and tweak it to emphasize anything you have taught recently.

Unit 6.4: Historic Writing

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. write a historical account using proper grammar. b. utilize past perfect, past continuous, and passive voice. 2. know... <ol style="list-style-type: none"> a. the structure and reasons for using past perfect, past continuous, and passive verbs. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Some grammar used to communicate past events include: simple past, present perfect, past perfect, past continuous. ● Passive voice is used to emphasize the event over the actor. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are grammar types used to talk about past events? ● What grammar pattern can be used to emphasize the situation or event instead of the actor?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will find patterns in the grammar past perfect, past continuous, and passive verbs. ● Students will identify sentences as past perfect, past continuous, or passive. ● Students will answer questions related to the target language. ● Students will do controlled and semi-controlled practice of the target language. ● Students will write an essay in the genre and use proper style and language. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● The teacher can check future writings to see if students continue to use the target language. 	

Stage 3 - Learning Plan													
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Warm-up & Review</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">2 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Transition</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">1 minute</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Reading</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">15-20 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Target language examples</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">3 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Target language search</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">15-20 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">F. Questions & Exploration</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">15-20 minutes</td> </tr> </table>		A. Warm-up & Review	2 minutes	B. Transition	1 minute	C. Reading	15-20 minutes	D. Target language examples	3 minutes	E. Target language search	15-20 minutes	F. Questions & Exploration	15-20 minutes
A. Warm-up & Review	2 minutes												
B. Transition	1 minute												
C. Reading	15-20 minutes												
D. Target language examples	3 minutes												
E. Target language search	15-20 minutes												
F. Questions & Exploration	15-20 minutes												

G. Visual Aid	5 minutes
H. Practice	3-5 minutes
I. Finish the Sentences	10 minutes
J. Freestyle practice	20 minutes
K. Review	2 minutes
L. Longer Practice	Homework
Total Time	about 90-105 minutes
<u>Prep, Materials, and Handouts</u>	
1. Copies of the corresponding handouts from the student packet.	
A. Warm-up & Review 2 minute	Ask students the warm-up and review questions about Columbus Day and Indigenous Peoples' Day.
B. Transition 1 minutes	Tell students they will now read a supplemental reading about the controversy. Unlike the other readings, this one follows a more historic style of writing, but covers the same information.
C. Reading 15-20 minutes minutes	Tell students to read the supplemental article twice. The first time should be a skim read, the second should be more in depth and careful. After students read it twice, read it with them and answer any comprehension questions.
D. Target language examples 3 minutes	Direct students to the language examples. Have students look at the three sentences and guess which one is past perfect, past continuous, and passive. They should write them in the correct row on the table.
E. Target Language Search 15-20 minutes	Tell students there are more examples of the grammar feature, and have them search the reading for them and write them in the table. If students might struggle, teachers can skip to the next portion and then come back to this activity after. <u>Past Perfect</u> <ul style="list-style-type: none"> ● ...he had been accused of... (also passive) ● ...the man had never been a hero... <u>Past Continuous Examples</u> <ul style="list-style-type: none"> ● Europeans were looking for a route... ● There were already people living there... ● ...he and his men were engaging in ...

	<p><u>Passive Examples</u></p> <ul style="list-style-type: none"> ● This short rhyme has been taught... ● Columbus Day is celebrated... ● ...he is celebrated as a hero... ● ...his voyage was funded by the Spanish crown. ● ...Columbus is often credited with... ● ...he had been accused of... (also past perfect)
<p>F. Questions and Exploration 15-20 minutes</p>	<p>Ask students the following questions. Give students 10 minutes to find the answers and then about 5-10 to go over the answers with them.</p> <ol style="list-style-type: none"> 1. Which grammar feature is about an ongoing time in the past? <ol style="list-style-type: none"> a. past continuous 2. Which grammar feature is about a past time before a past event? <ol style="list-style-type: none"> a. past perfect 3. In which grammar is the subject of the sentence not active? <ol style="list-style-type: none"> a. passive 4. What is the pattern for past perfect? <ol style="list-style-type: none"> a. subject + had + past participle ... 5. What is the pattern for the past continuous? <ol style="list-style-type: none"> a. subject + past tense be + verb-ing... 6. What is the pattern for passive sentences? <ol style="list-style-type: none"> a. subject + be + past participle... 7. Can passive sentences be past tense? <ol style="list-style-type: none"> a. Yes, just change <i>be</i> to past tense 8. Why does historical writing use lots of passive sentences? <ol style="list-style-type: none"> a. Historical writing uses passive sentences to emphasize the event rather than the actors.

	<p>9. Can you make a present or past perfect sentence passive?</p> <ol style="list-style-type: none"> Yes, use: has/had + been + past participle ex.: The job had been finished when the boss entered. <p>10. Can you make a present or past continuous sentence also passive?</p> <ol style="list-style-type: none"> Yes, use: be + being + past participle ex.: It was being eaten when I walked in. <p>11. Bonus Question: How can you make a passive past perfect continuous sentence.</p> <ol style="list-style-type: none"> subject + had + been + being + past participle... She had been being taught English for 10 years when she was given the exam.
<p>G. Visual Aid 5 minutes</p>	<p>Direct students to the Visual Aid table. Draw a horizontal line on the board and then do the following:</p> <ol style="list-style-type: none"> Mark the middle of the line as present. Mark the right side of the line as future. Mark the left side of the line as past. Draw a small vertical line in the past above “past.” Draw an arrow from the past to a point prior to the point marked “past” and circle a portion of the past using dashes, not a solid line. Mark this “past perfect.” Explain that the simple past represents a clear time. Point out that the past perfect refers to a time before that past time. Emphasize this by making an example sentence, “Had you already graduated when you got the job? Yes or no?” Mark <i>graduation</i> as a past perfect event. Explain that “yes” answers are a time before getting the job. “No” means you graduated after getting the job. Contrast this with present perfect. Give a similar question such as, “He has already graduated.” which refers to a time before now, rather than a time before a time in the past. <p>Make a second visual aid. Draw a horizontal line with past, present, and future as before.</p> <ol style="list-style-type: none"> Draw an ongoing event in the present by drawing two

	<p>vertical lines above the present portion and connecting them with a horizontal line.</p> <ol style="list-style-type: none"> 2. Make an example of a present continuous sentence such as, “You are taking this class right now.” Explain that the horizontal line shows an ongoing activity. <p>Contrast this with the past continuous by drawing a second set of vertical lines above the past section and connecting them with a horizontal line.</p> <ol style="list-style-type: none"> 1. Ask students what the same sentence would be in this situation, “You were taking this class last year.” 2. Make a past simple event by drawing a vertical line on the main horizontal line in the past. Write an event such as, “watched the documentary.” 3. Explain the ongoing event, “You were taking this class when you watched the oil documentary.” Emphasize the verbs when you speak.
<p>H. Practice 3-5 minute</p>	<p>Have students listen to and repeat the sentences in the practice section.</p>
<p>I. Finish the Sentences 10 minutes</p>	<p>Direct students to the incomplete sentences. Tell them that you would like them to make their own versions of the previous sentences. After giving students enough time, call on them to share, giving feedback for mistakes and praising correct sentences.</p>
<p>J. Freestyle Practice 20 minutes</p>	<p>Transition into this activity by telling students they are going to play a game where they have to practice the features.</p> <p>They need to write ten events that occurred for them last year on a timeline. They have to explain the timeline by trying to use a combination of past, past perfect, and past continuous. Also say, “You should practice passive sentences as well, or passive should be practiced by the students in this class.”</p>
<p>K. Review 2 minutes</p>	<p>Ask students what they studied today by asking them:</p> <ol style="list-style-type: none"> 1. What are the names of the grammar we studied? 2. When should you use each one?

<p>L. Long Practice (Homework)</p>	<p>Tell students they should practice writing as homework, and they should make sure to use the grammar above. Give them the following options:</p> <ol style="list-style-type: none">1. What is an event that happened in your country's history that caused a large change in society, culture, religion, or economics?2. What is a controversial event in your country's history? <p>This will be homework if the class runs over 2 hours. Remind students to brainstorm and outline as normal.</p>
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Unit 7.1: Immigration Reading

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. list pro and con arguments about allowing immigration. 2. know... <ol style="list-style-type: none"> a. how Ali from <i>Squid Game</i> represents some migrant workers. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Ali shows how many migrant workers in multiple countries can be exploited because they lack political power and representation. ● Most economists think immigration is mutually beneficial from an economic point of view. ● Migrant workers do a large range of jobs, from unskilled manual labor jobs to nurses to professors. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● How does Ali from ‘Squid Game’ reflect some migrant workers? ● What is the general consensus among economists about immigration?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will write a short summary of the readings. ● Students will answer comprehension questions. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan																			
<p><u>Time Table</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">A. Hook</td> <td style="text-align: right;">1 minute</td> </tr> <tr> <td>B. Warm-up Questions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>C. Reading I</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>D. Reading II</td> <td style="text-align: right;">30 minutes</td> </tr> <tr> <td>E. Reading Activities</td> <td style="text-align: right;">0 minutes</td> </tr> <tr> <td>F. Reading Activities</td> <td style="text-align: right;">0 minutes</td> </tr> <tr> <td>G. Basic Comprehension Questions</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>H. Post-reading Activity 1</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>I. Post-reading Activity 2</td> <td style="text-align: right;">15 minutes</td> </tr> </table>		A. Hook	1 minute	B. Warm-up Questions	10 minutes	C. Reading I	15 minutes	D. Reading II	30 minutes	E. Reading Activities	0 minutes	F. Reading Activities	0 minutes	G. Basic Comprehension Questions	5 minutes	H. Post-reading Activity 1	15 minutes	I. Post-reading Activity 2	15 minutes
A. Hook	1 minute																		
B. Warm-up Questions	10 minutes																		
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F. Reading Activities	0 minutes																		
G. Basic Comprehension Questions	5 minutes																		
H. Post-reading Activity 1	15 minutes																		
I. Post-reading Activity 2	15 minutes																		

J. Assessment	5 minutes
K. Review	5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Copies of the following articles, edited for clarity if need be:	
Venkatraman, S. (2021, October 9). <i>How Ali from 'squid game' is making migrant worker exploitation in Korea more visible</i> . NBCNews. Retrieved October 16, 2021, from https://www.nbcnews.com/news/asian-america/ali-squid-game-making-migrant-worker-exploitation-korea-visible-rcna2773	
The Economist Newspaper. (2017, March 18). <i>The progressive case for immigration</i> . Retrieved October 16, 2021, from https://www.economist.com/finance-and-economics/2017/03/18/the-progressive-case-for-immigration	
2. Copies of the corresponding handouts from the student packet.	
A. Hook 1 minute	Ask students if they have ever lived abroad. Ask a few follow up questions about their experience and motivations.
B. Warm-up Questions 10 minutes	Have students answer the warm-up questions in small groups, then call on a few students to see how they answered. Transition into the lesson by telling students you are going to read about the character Ali from <i>Squid Game</i> . If most students haven't seen the series, you can provide a quick summary of the character: Ali is one of the characters who joins the games in <i>Squid Game</i> . He has money troubles because his boss abuses him and makes him work without pay. Since he is a migrant worker, he has few legal protections. His hope in joining the games he can win and fix his financial challenges.
C. Readings I 15 minutes	Have students read the first article. two times. <ul style="list-style-type: none"> ● Read quickly to get the main ideas ● Read slowly to get details The teacher should encourage students to do reading activities E and F during the second and third reading rather than the first.

<p>D. Reading II 30 minutes</p>	<p>This activity should be done after the first reading but before the second reading. Have students look at the pro/con list of immigration. Have them circle the ones they think are true, underline the ones they think are half-true, and cross-out the ones they think are false.</p> <p>Then have students read the second article using the same methods as the first reading.</p>
<p>E. Reading Activity 1</p>	<p>While reading, students should draw boxes around words and phrases they don't understand. Teachers should tell students to try and infer from context, ask a partner, or the teacher. They can write those into the box "NEW GRAMMAR/VOCABULARY."</p>
<p>F. Reading Activity 2</p>	<p>While reading, students should <u>underline</u> new content information, as well as write a short summary of the content in the box labeled "SUMMARY" on the handout.</p> <p>After students have read, ask them to tell you what they wrote in their boxes, and compile ideas on the board.</p>
<p>G. Basic Comprehension Questions 5 minutes</p>	<p>After reading, students should answer the COMPREHENSION QUESTIONS, and be able to point to a place in the text where the answer is located.</p>
<p>H. Post-reading activity 1 15 minutes</p>	<p>Go through the reading(s) a third time with the students, paragraph by paragraph. Have students read and stop to ask questions on passages, words, or concepts you think they might misunderstand. Encourage students to ask questions about language and content.</p>
<p>I. Post-reading activity 2 15 minutes</p>	<p>Engage students and tailor learning by asking them what they found interesting or if they have any questions about the content. Encourage them to look up any information online that they or you don't know, ideally from an English source, but any source is acceptable if it helps them learn.</p>
<p>J. Assessment/Review 5 minutes</p>	<p>Have students try to summarize the main points without. Write these on the board and if possible draw pictures, symbols, or similar visual aids to help visualize the info.</p>

Unit 7.2: Immigration Discussion

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. report on the immigration situation in their own country. b. report on the immigration situation in another country. c. report what they think the immigration laws in their country should be. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Migrant workers do a large range of jobs, from unskilled manual labor jobs to nurses to professors. ● Answers to other questions will vary. 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What kinds of jobs do migrant workers do? ● What is the demographic information about migrants in your country and another country? ● What do you think your country's immigration system should be?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Content questions relating to the reading. ● Students will research and report on information they found about migrants in their own country as well as one other country. ● Information swap activity. ● Agree/Disagree questions for discussions that students can report on. ● Students will discuss the pros and cons of immigration and answer questions about the ideal immigration policies for their own country. ● Students will give mini-reports at the end of class on what they discussed. <p><u>Other Evidence</u></p> <ul style="list-style-type: none"> ● Key content questions and terms will be asked during the final exam. 	

Stage 3 - Learning Plan	
<u>Time Table</u>	
A. Hook/Review	1 minute

B. Review Questions	5 minutes
C. Content Activity	5 minutes
D. Factual Exploration	25 minutes
E. Partner Swap Sharing	10 minutes
F. Agree/Disagree	15 minutes
G. Mini Project	25 minutes
H. Reports (Review/Assessment)	10 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Handout from student handout packet.	
A. Hook/Review 1 minute	Ask students to review what they've read about before, try to bring up main ideas.
B. Review Questions 5 minutes	Give students review questions for a broad overview of the reading from the previous week. Have students answer in pairs and then call on a few students to share their answers with the class.
C. Content Activity 5 minutes	Tell students to review the content questions about last week's content. As they finish, you can check on their answers either in groups or individually.
D. Factual Exploration 25 minutes	Tell students you want them to then explore the demographics of migrants in different countries. Have each pair or team choose a single country, making sure they aren't choosing the same one. Then, have students look up the information in the table on the student handout. When they are finished, have them move to the 'Comparison Questions' activity below the table. Additionally, they can research information about their own countries. Students should be able to use other resources and the teacher can bring up anything necessary to help in learning.
E. Partner Swap Sharing 10 minutes	Have all students move to new groups and share their findings with their new partners. Have them ask the same questions in the 'Comparison Questions' list about the new countries their partners have brought to the table.
F. Agree/Disagree 15 minutes	Tell students to read the statements and circle how much they agree or disagree with them. Have them explain their reasoning to their partner and ask/answer follow up questions.

	<p>Emphasize that students need to be respectful of one another's views and not argue, just discuss. While they are doing this, move between groups and give scaffolding as needed.</p> <p>Explain that the ideas in the agree/disagree are ideas that some people believe, and the answers are not just about their opinion but ideas that they might encounter outside of class.</p>
<p>G. Mini Project 25 minutes</p>	<p>Have students consider all the information that they've looked over so far. Tell them to list all the pros and cons of migrant workers as well as where they could work in their country.</p> <p>Have them then answer the discussion questions below to come up with an immigration policy they'd support.</p>
<p>H. Report (Assessment) 10 minutes</p>	<p>Have one person from each group do a quick summary of their group's findings/discussion. Give immediate and clear feedback.</p> <p>Prior to this, informally assess learners by moving around and watching them. If they are struggling, make sure they get feedback and take note of what they are struggling with so the teacher can address the whole class.</p>

Unit 7.3: Instructor & Peer Review and Rewriting

For Unit 7.3, follow the instructions for unit 5.3. Make sure to look over the lesson plan and tweak it to emphasize anything you have taught recently.

Unit 7.4: Persuasive Writing

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. organize their essays in order to best promote ideas. b. write a persuasive essay. 2. know... <ol style="list-style-type: none"> a. strategies related to writing a persuasive essay. b. know what pathos, logos, and ethos are. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Logos is logic, pathos is emotion, and ethos is ethics. They all help promote ideas by appealing to different aspects of someone. ● There are multiple ways to organize an essay's arguments, (weakest to strongest, strongest to weakest, or mixing it) and all have pros/cons. ● Strategies: answers will vary 	<p><u>Questions for Students</u></p> <ul style="list-style-type: none"> ● What are logos, pathos, and ethos, and how do they relate to persuasive writing? ● How can evidence be organized in terms of strength? ● What are some strategies to make a persuasive essay better?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will analyze a persuasive essay for different writing strategies and incorporate them into their writing. ● Students will write a persuasive essay. 	

Stage 3 - Learning Plan																	
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 20px 2px 20px;">A. Warm-up & Review</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">B. Organization and Style</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">30 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">C. Obligation and recommendation</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">10 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">D. Other ways</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">5 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">E. Logos, Pathos, Ethos</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">20 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">F. Organization</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">15 minutes</td> </tr> <tr> <td style="padding: 2px 20px 2px 20px;">G. Longer Practice</td> <td style="text-align: right; padding: 2px 20px 2px 20px;">15 minutes+</td> </tr> <tr> <td style="padding: 20px 20px 20px 20px;">Total Time</td> <td style="text-align: right; padding: 20px 20px 20px 20px;">about 100 minutes</td> </tr> </table>		A. Warm-up & Review	5 minutes	B. Organization and Style	30 minutes	C. Obligation and recommendation	10 minutes	D. Other ways	5 minutes	E. Logos, Pathos, Ethos	20 minutes	F. Organization	15 minutes	G. Longer Practice	15 minutes+	Total Time	about 100 minutes
A. Warm-up & Review	5 minutes																
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D. Other ways	5 minutes																
E. Logos, Pathos, Ethos	20 minutes																
F. Organization	15 minutes																
G. Longer Practice	15 minutes+																
Total Time	about 100 minutes																

Prep. Materials, and Handouts

1. Students should have the following articles, but the teacher should have some extra on hand if a student forgot them:

The Economist Newspaper. (2017, March 18). *The progressive case for immigration*.

Retrieved October 16, 2021, from

<https://www.economist.com/finance-and-economics/2017/03/18/the-progressive-case-for-immigration>

2. Copies of the article that can be shown on a projector so the teacher can draw students' attention to key features.
3. Copies of the corresponding handouts from the student packet.

<p>A. Warm-up & Review 5 minute</p>	<p>Ask students the warm-up and review questions located at the top of the page. Use each question to transition into the next question. For question two, logos means logic, pathos means emotion, and ethos means essay. They are like the three legs of a chair to support an argument.</p>
<p>B. Organization and Style 30 minutes</p>	<p>Transition into the activity by telling students they will now look at different strategies for promoting ideas in a persuasive essay, based on The Economist article. Tell students these are just some strategies, and they don't have to use all of them. Teachers should accept and promote all valids ideas.</p> <ol style="list-style-type: none"> 1. <u>What is the opening to the article?</u>- The article opens with a quote from the side it disagrees with, in order to give a rebuttal to it. 2. <u>Does the article agree with the statement in its own opening hook?</u> No, it does that so it can disagree with it. 3. <u>What is the thesis or main idea at the end of the first paragraph?</u> Immigration is good. 4. <u>In paragraph two, is there an appeal to emotion or logic?</u> Logic. 5. <u>What does the phrase "lacks punch" mean in terms of logos, pathos, or ethos?</u> It is a reference to pathos, saying logic alone doesn't convince people.

	<p>6. <u>In paragraphs two and three, how are contradictions used to support the pro-immigrant case?</u> They set up the opposing side and then discredit it.</p> <p>7. <u>In paragraph 5, why does the author calls the figures “eye-popping” rather than letting the reader decide for themselves?</u> If someone doesn’t know or understand the numbers, it might not be surprising.</p> <p>8. <u>There are not many transitions in the article. How might that be good?</u> It speeds up the reading and removes the wait between pieces of evidence.</p> <p>9. <u>How does the author deal with alternative opinions other than theirs?</u> Presents them then discredits them.</p> <p>10. <u>Does the author use contractions? When?</u> Only once, when directly quoting someone. Contractions make a writing sound more informal so they are left out.</p> <p>11. <u>What (logos, pathos, ethos) does the author end the article with?</u> Arguably all of them: there is no logical reason why Ethiopians & Haitians should be poor (ethos), and people should be more confident in saying so (pathos).</p> <p>12. <u>Look at the main idea/thesis again, which modal verb is used?</u> should</p>
<p>C. Obligation and recommendation 10 minutes</p>	<p>Transition into this activity by pointing out the main idea is “immigration is a good thing and there <u>should</u> be more of it.”</p> <p>Ask if the word <i>should</i> is a recommendation or obligation/requirement. Point out it is a modal verb and there are other modal verbs. Direct students to the questions and have them answer them. Have them share their ideas on certain things they believe.</p>
<p>D. Other Ways 5 minutes</p>	<p>Inform students that using modals sometimes comes across as too strong in a persuasive essay. Sometimes stating facts in a main/idea thesis is better. Have students rewrite their</p>

	obligation/recommendation sentences without modals.
E. Logos, Pathos, Ethos 20 minutes	Remind students that logic, emotion, and ethics are all part of a persuasive essay. Have them look through the article again to find different examples of each. Have them share their ideas with the class.
F. Organization 15 minutes	Refer students to the organization table. Tell them that in a persuasive essay not all of the evidence will be the same quality/strength. Ask them to consider the order in which evidence can be presented and consider the pros/cons of each order. Give an example, such as explaining how starting with the weakest and ending with the strongest evidence might not hook the reader at the beginning, so they might not continue reading. However, by ending with the strongest evidence, that will be the evidence that they are most likely to remember.
G. Long Practice 15 minutes+	<p>Tell students they are going to begin their writing. Ask them what the first step of writing is and elicit the answer of brainstorming and outlining. Then, give the following options:</p> <ol style="list-style-type: none"> 1. Think about the article about banning video games. Is banning video games a good law? Which law or rule in your community should be implemented or repealed? Use logic, pathos, ethos, good organization, and writing strategies to support your view. 2. Think about the article about promoting immigration. What law should be promoted in your community? Use logic, pathos, ethos, good organization, and writing strategies to support your view. <p>Tell students to brainstorm ideas with a partner and write them into a mind map and outline. Tell students they have the remainder of the class to work on the essay, referring to any resources they need to.</p> <p>Tell students they should note the persuasive features they've implemented into their article by listing or marking them.</p>

Unit 8.1: Instructor & Peer Review and Rewriting

INSTRUCTIONS: For Unit 8.1, follow the instructions for unit 5.3. Make sure to look over the lesson plan and tweak it to emphasize anything you have taught recently.

SUGGESTIONS: Remind students that they will be doing presentations of their work in the next class and have everything ready. Additionally, overview the final assessment format and content with them.

For Unit 8.2 & 8.3, students should receive the hand out in advance so they can prepare. Tell them to do the first page of the unit before coming to class.

Unit 8.2 & 8.3: Gallery Presentation

Stage 1 - Desired Results	
<p><u>Lesson Goals/Outcomes:</u> By the end of this lesson, students will</p> <ol style="list-style-type: none"> 1. be able to... <ol style="list-style-type: none"> a. feel pride in the papers they've written. b. see how their writing has changed. c. reflect and think about their experience in this class. 	
<p><u>Understandings</u></p> <ul style="list-style-type: none"> ● Student answers to their questions will vary. However, try to encourage students to reflect and consider what they've learned and how they've developed. ● Reflection can help solidify learning. ● Peer interaction can expose you to feedback from your reader, and give you new ideas from what you read. 	<p><u>Questions for Students</u></p> <ol style="list-style-type: none"> 1. What were the main ideas of your essays? 2. What is the supporting evidence for your main ideas? 3. What content did you discover from writing an essay? 4. What writing ideas did you discover from writing an essay? 5. What mistakes did you make? How would you avoid that in the future? 6. What challenged you? 7. Do you have any tips for your classmates?
Stage 2 - Assessment	
<p><u>Performance Tasks</u></p> <ul style="list-style-type: none"> ● Students will present a selection of their essays, and make them available for reading / reviewing. ● Students will fill out the final self-reflection on the writing for the course. ● Students will write and submit a short reflection on the essays they read/were presented. 	

Stage 3 - Learning Plan					
<p><u>Time Table</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%; padding: 5px;">A. Hook</td> <td style="padding: 5px; text-align: right;">1 minute</td> </tr> <tr> <td style="padding: 5px;">B. Gallery Presentation</td> <td style="padding: 5px; text-align: right;">95 minutes</td> </tr> </table>		A. Hook	1 minute	B. Gallery Presentation	95 minutes
A. Hook	1 minute				
B. Gallery Presentation	95 minutes				

C. Reflection	3-5 minutes
Total Time	about 100 minutes
<u>Prep, Materials, and Handouts</u>	
1. Several days before this class, make sure students are aware of what they will be required to do. If the class is large enough, split the students across two days.	
A. Hook 1 minute	<p>Congratulate the students on being almost finished with the class.</p> <p>Explain the benefits of gallery presentations include:</p> <ul style="list-style-type: none"> ● less stress by having smaller audience ● more chances to practice ● more speaking interaction between students.
B. Presentation 95 minutes	<p>Choose a portion of the students to be presenters. Assign them different parts of the classroom and have them display their mind maps and essays.</p> <p>Take the remaining students and put them into a number of teams equal to the number of presenting students. Assign each team a presenter and allow the presenter to explain their topics and give other students a chance to ask about or read their essays, if they want to. There are discussion questions in the student handouts for both. Rotate students every 10-15 minutes.</p> <p>After enough time, swap out all of the presenters for a different portion of the audience. Continue to rotate students through presenters. Keep swapping presenters for viewers until all students have a chance to present.</p>
C. Reflection 5 minutes	Have students fill out the two reflection forms: Gallery Reflection and Self-Reflection in the student handouts.

Unit 8.4: Final Exam Answers

PART I POLITICAL IDEOLOGIES: Choose the word or words that best fits in the box that best describes the ideology. Only use one (1) in each box.

environmentalism	individualism and capitalism
cautious about change	traditional religious values plus left-wing economics
secular & pro-labor	pro-market, but-left wing in other ways
pro-market with traditional social and religious values	

Ideology	Beliefs
Left-wing	<i>secular & pro-labor</i>
Right-wing	<i>pro-market with traditional social and religious values</i>
Christian Democracy	<i>traditional religious values plus left-wing economics</i>
Conservatism	<i>cautious about change</i>
Green	<i>environmentalism</i>
Liberalism	<i>individualism and capitalism</i>
Social Democracy	<i>pro-market, but-left wing in other ways</i>

PART II ENERGY: Look at the following types of energy and fill out the table using the words and phrases in the box. You must put at least one word/phrase next to each sub-category.

requires a large space	requires a small space	low carbon/pollution	
high carbon/pollution	about 5%	about 80%	about 15%
biofuels	coal	hydroelectric	natural gas
oil	solar	wind	not politically popular
reliable	intermittent	security issues	developed infrastructure

Fossil Fuels	<p>Examples: <i>coal, natural gas, oil</i></p> <p>Pros: <i>developed infrastructure, reliable</i></p> <p>Cons: <i>high carbon/pollution, security issues</i></p> <p>Percent of World Energy: <i>about 15%</i></p>
Renewables	<p>Examples: <i>biofuels, hydroelectric, solar, wind</i></p> <p>Pros: <i>low carbon/pollution</i></p> <p>Cons: <i>requires a large space, intermittent</i></p> <p>Percent of World Energy: <i>about 80%</i></p>
Nuclear	<p>Pros: <i>requires a small space, low carbon/pollution, reliable</i></p> <p>Cons: <i>not politically popular</i></p> <p>Percent of World Energy: <i>about 5%</i></p>

PART III SHORT ANSWERS: Choose 6 of the following questions and answer in 4-6 sentences.

example answers / answers may vary

1. Who has historically won Nobel Prizes, and what does this reflect about society?
 - a. *Traditionally men and white people won the Nobel Prize. This can reflect several causes. It could be basic sexism in choosing winners. There is also the possibility that for social reasons women were not encouraged to get certain types of advanced education. Finally, it could be that Europe had better economics to invest in their educational systems.*
2. Why were the Nobel Peace Prize winners journalists, and why does the Nobel committee think that is an important job?
 - a. *The winners were journalists because the committee thinks it is important to keep power in check. The winners were from Russia and the Philippines, which currently have strict governments. These journalists criticize their own governments. This puts them at risk of being jailed or worse.*
3. What are the new restrictions on video games in China, and how do they reflect their government/society?
 - a. *China is trying to restrict children from playing video games more than a few hours a week. These restrictions reflect the power of the Chinese government. Unlike some other governments, think parents should regulate children, the Chinese government believes it should regulate society. They think that children should be protected from dangers like video game addiction or lack of exercise.*
4. What does your country score well in on the OECD better life index, and what historical reason caused your country to score well in it?
 - a. *My country does very well in education. We have a long history of valuing education, even from ancient times. Only two generations ago, we were a very poor country, but we really valued education. Because of our emphasis on education, we have a smart society that can succeed in business and economics.*

5. What does your country score poorly on the OECD better life index, what historical reason caused your country to score poorly in it?
 - a. *Our country scores low on life satisfaction. People here work very long hours. As I said in question 4, we were really poor. However, because we put economic development as a very important part of our lives, we grew. So, people are proud of our economy, but also work too much. It's a difficult thing to overcome.*
6. What is being recommended as a replacement to Columbus Day in the US and why?
 - a. *Indigenous Peoples' Day is being recommended as a replacement to Columbus Day. A lot of people think Columbus was not a hero or someone to be admired. He did a lot of violent things to natives. So instead of honoring him, we should honor the people who are indigenous to North America.*
7. What aspect of the contemporary world is a clear result of colonialism, and how was it caused?
 - a. *In the Philippines, people speak a wide variety of languages. This includes Spanish and English. Spanish was brought over from Spain, which colonized the Philippines. America later took the Philippines from Spain, so English was brought over from the Americans.*
8. What are two or three arguments in favor of more immigration discussed in this class?
What are two or three arguments opposing immigration discussed in this class?
 - a. *There are several benefits to immigration. For one, immigrants bring new ideas and cultures that make the country more interesting. Another idea is that they bring economic benefits by working. However, some people claim that immigrants steal jobs from natives, and commit more crime.*

Student Handouts for Writing through CLIL International Current Events

Michael DeLorenzo

2021

Unit 1.1: Germany 2021 Federal Election Readings

WARM-UP QUESTIONS: Discuss the following questions with a partner:

1. What do you think about when you think of Germany?
2. Do you know anything about the politics of Germany?
3. Have you heard of the recent elections in Germany? If so, what do you know about them?

READING: Read the following article about the German 2021 election, provided by your instructor.

Kirby, P. (2021, September 27). *Germany elections: Centre-left claim narrow win over Merkel's Party*. BBC News. Retrieved October 3, 2021, from <https://www.bbc.com/news/world-europe-58698806>

VOCABULARY ACTIVITY: Look at the following words, do you know what they mean? If not, guess what they are and see if you can find anyone in class that knows.

mandate	tax hike	idiosyncratic	bedevils
coalition	left-wing	right-wing	hegemon
green parties	liberal parties	conservatism	surreal
fragment	parliament	consolation	haggle

READING: Read about how the German election reflects European politics as a whole. Do not worry about understanding every word your first time reading it, learning the main ideas are more important.

The Economist Newspaper. (2021, October 2). *Germany's election is revealingly European*. The Economist. Retrieved October 3, 2021, from <https://www.economist.com/europe/2021/10/02/germanys-election-is-revealingly-european>

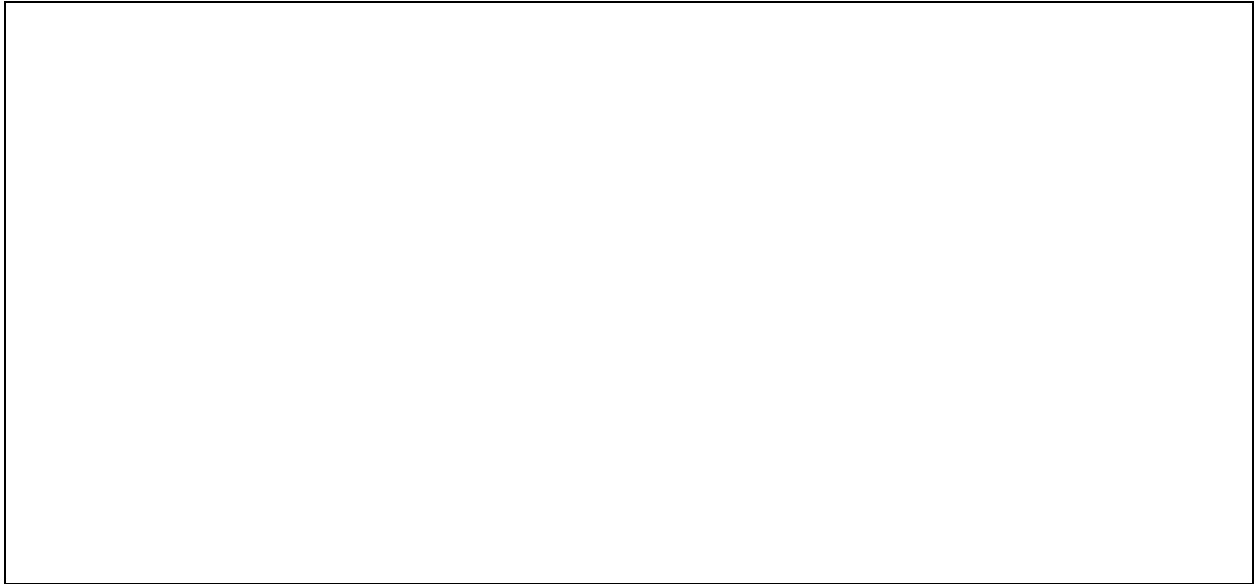
NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings. You can use the paragraphs as guides.

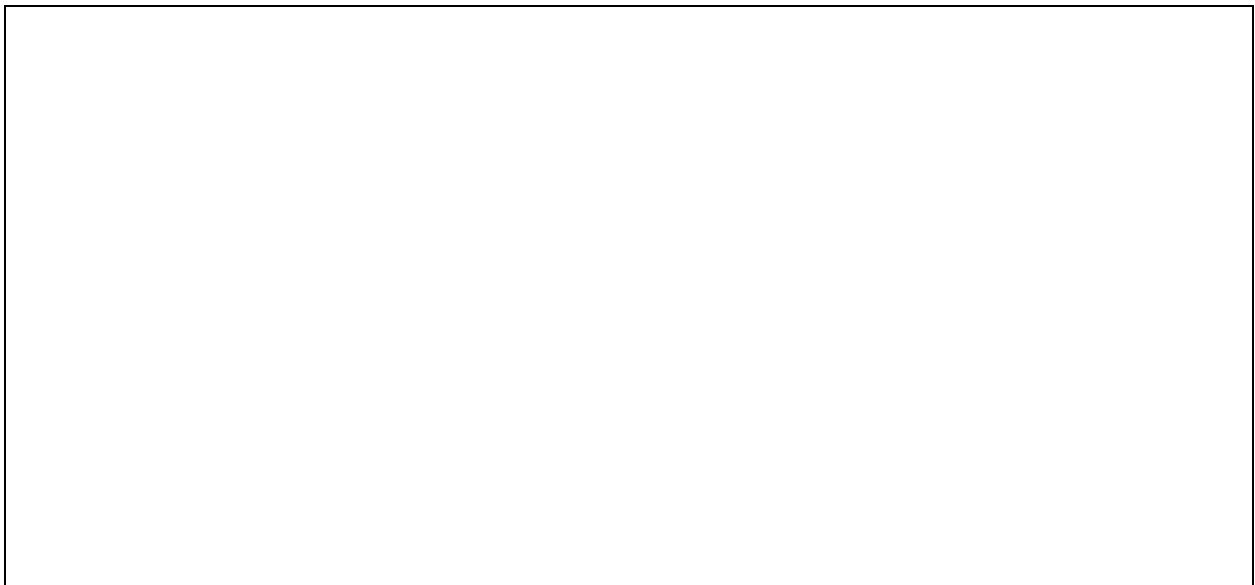
COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. What was the result of the 2021 German Federal Election?
2. According to the BBC article, which three parties got the highest number of votes?
3. How many parties will be required to make a coalition? Is this normal?
4. According to the Economist article, the number of parties in Europe is decreasing.
(True / False)
5. According to the Economist article, extremist parties usually don't win power in Europe.
(True / False)
6. Why is question #6 true or false?

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 1.2: Germany 2021 Federal Election Discussion

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What were the main ideas of the readings?
3. What did you find interesting in the readings?
4. What is a coalition? How does this relate to the reading?
5. Who won the most seats in the German Federal election of 2021?

CONTENT ACTIVITY: Answer the following questions, based on the readings.

1. Before the election, which parties had a coalition in Germany?
2. What was unique about the number of votes the Green's received?
3. What is happening to the domination of the two big parties in Germany?
4. Is this trend similar in all of Europe?
5. What party is the Liberal party? What belief do they support?
6. Is the Green Party similar to the Liberal party?
7. Will a new government be set up instantly?
8. How many parties need to work together to form a coalition?
9. Are the number of parties in Europe increasing or decreasing?
10. How well do populist parties do in Europe, and what is at least one of their beliefs?

FACTUAL EXPLORATION I: Using any resources, including the teacher, try to find the general beliefs supported by the following political ideologies. Note that despite their names, some political parties around the world might have different ideas, and many parties have beliefs that overlap with other parties.

Ideology	Beliefs
Left-wing	<i>Social egalitarianism, pro-government intervention in economics, pro-labor, cooperative, secular and non-traditional worldview</i>
Right-wing	<i>Social hierarchy, pro-market, pro-business, individualism, competitive, traditional social and religious values</i>
Christian Democracy	

Conservatism	
Green	
Liberalism	
Social Democracy	

FACTUAL EXPLORATION II: Go to the CIA World Factbook or another source and choose 4 different countries, including Germany. Look up stats about each country and discuss what surprised you and what didn't.

	Germany	_____	_____	_____
Area				
Population				
Real GDP				
Unemployment				
Gini Index				
Exports & Imports				

Transnational issues				
Other				

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. I find learning about politics interesting.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. I think a voter's education level is a primary factor in who people vote for.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. I think a voter's age is a primary factor in who people vote for.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. I identify strongly with a specific political ideology.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. I think economic issues are the biggest issues facing my country.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. I think environmental issues are the biggest issues facing my country.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. It would be better if only highly educated people voted.

| strongly disagree | disagree | neutral | agree | strongly agree |

8. I think it would be better to have many smaller political parties than two large ones.

| strongly disagree | disagree | neutral | agree | strongly agree |

MINI PROJECT: Create a political party or coalition with your group by trying to find issues you agree on. See if it is possible to agree on at least eighty percent of the issues. Explain what issues you want to focus on and why you chose them.

<u>Coalition Name:</u>	Revolution Coalition	Student & Youth Coalition
Green Coalition	Economy Power Coalition	People's Coalition
Left Coalition	Center Coalition	Right Coalition
National Coalition	Labor Coalition	Other _____
<u>against</u>		<u>in favor of</u>
<ul style="list-style-type: none"> ● spending money on energy research ● coal and oil energy ● green energy (wind, solar, hydroelectric) ● nuclear energy ● free trade with other countries ● proactive international relations ● military spending ● helping refugees ● more taxes for businesses ● more taxes for the rich ● more taxes for the middle class ● VAT tax increase ● labor union power ● regulation of businesses ● financial help for the poor ● financial help for the middle class ● more government protection of women ● increased spending on healthcare ● promoting immigration ● increased spending on education ● promoting traditional culture ● promoting traditional family values ● promoting religion 		<ul style="list-style-type: none"> ● spending money on energy research ● coal and oil energy ● green energy (wind, solar, hydroelectric) ● nuclear energy ● free trade with other countries ● proactive international relations ● military spending ● helping refugees ● more taxes for businesses ● more taxes for the rich ● more taxes for the middle class ● VAT tax increase ● labor union power ● regulation of businesses ● financial help for the poor ● financial help for the middle class ● more government protection of women ● increased spending on healthcare ● promoting immigration ● increased spending on education ● promoting traditional culture ● promoting traditional family values ● promoting religion

Unit 1.3: Capitalization & Basic Paragraphs

READING #1: Look at the reading and note when capitalization is used.

In her career, Doctor Jamie Sunderland works with refugees from all around the world. Prior to working with refugees, Dr. Sunderland studied French and history, and has lived in the Southeast Asian country of Vietnam. While there, she worked for the United Nations (UN), as part of the United Nations Children’s Fund (UNICEF). She returned from her time in Vietnam on Halloween Day: October 31st, 2018.

Jamie is not a medical doctor, but rather one of history. Jamie studied history for 7 years, and received her doctorate degree from the University of Florida on her birthday, June 15th 2015. That was the day I met her. Since then, we have been working together on numerous projects. We are going to submit our project funding request for our next project this Thursday.

RULES: Learn when to capitalize certain words.

first letter in a sentence	☑	This summer, I visited my grandmother. She was really sick, and I was worried about her. Luckily, she got better.
titles	☑	Doctor Jane, Professor, Maxwell, Mister Thomas, President Washington, Prime Minister Borat, Princess Diana
	✗	Jane the doctor, the princess of the kingdom, the president of the USA
names	☑	Amy Marie Lace, Gihoon Lee, Brandon Waltz
locations	☑	The United States of America, South Korea, Paris, Central Park, Africa, Vietnam

languages and nationalities	✓	English, French, Spanish, Mandarin
institutions	✓	The United Nations, the Central Intelligence Agency, the United Nations Children’s Fund, the Federal Bureau of Investigation
acronyms	✓	the UN, the CIA, UNICEF, the FBI
majors	✓	Department of Mathematics, Department of Computer Science, Department of English
	✗	math, computer science
time	✓	October 31st, October thirty-first, November, Halloween, Christmas
	✗	seasons: spring, summer, fall, winter, morning, afternoon, evening “It’s her birthday.”
pronouns	✓	This summer I went to Mexico.
	✗	you, he/she/it, we, they, my, your, his/hers/its, our, their, me, him/her, etc.

PRACTICE I: Correct the capitalization and punctuation.

1. Last Spring, i visited my friend jason and we visited the United nations.

2. My Sister, katherine, works at the central intelligence agency in virginia, usa

3. My father studied Mathematics and Spanish at the university of florida.
-

4. The mexican president, president enrique peña nieto, attended panamerican university.
-

5. My favorite fall holiday is halloween on october 31st
-

6. if you are sick you should visit saint mary's hospital.
-

PRACTICE II: Read the short article about the fictional island country of Taki and correct any capitalization and punctuation mistakes.

There has been some debate recently in the island country of taki about their president's isolationist policy. the local population in the capital city of argana believe that they would do better to allow in tourists, but president xenopho thinks that is a bad idea.

Supporters of a more open country cite several reasons for being more open. Economist yoppen oor states that increased tourists could bring in more money. locals such as coleen freedda, who owns a fishing business, see a potential for more sales Likewise, jasonna bilges believes his hotel, the great whale, could quadruple its income if more tourists were allowed in. doctor oor states that non-tourist businesses would benefit as well, as they would earn money indirectly from the increased economic activity.

supporters also point out that taki has the ideal climate and geography for tourism. it is located in the pacific ocean, and It has warm but not hot weather, with mild Winters and sunny Summers. There are tropical reefs such as the golden coral reef and the silver lagoon sanctuary. their access to seafood gives the local restaurants a wide range of dishes that could appeal to

tourists.

the president outlined three reasons why he doesn't think the policy is a good idea On saturday he warned that allowing in more tourists would destroy the unique character of taki culture and the taki language. he also warned that international business would want to set up in taki, and would displace local businesses. finally, he pointed out that tourists were likely to bring crime, graffiti, drugs, and pollution.

The debate about taki's future will likely continue for the foreseeable future. Supporters want the economic boost, while the president is worried about outside influence. it will be interesting to see how this unfolds

Part II - Paragraph Supporting Sentences

COMPARISONS: How does the paragraph example differ from the text message example?

PARAGRAPH EXAMPLE I

The plan was designed to be balanced, but little thought went into it. A third of the money went towards roads and bridges. Another third went towards telecommunications infrastructure. The final third went into boosting the country's energy production. However, putting an equal amount into each category ignores the different costs and importance of each. Most experts believe that it would be better to focus on transportation and less on telecommunications.

TEXT MESSAGE EXAMPLE

It was designed to be balanced but it wasn't planned well

1/3 went to transportation, telecommunications, and energy

It's bad because not everything is equally important, transportation should receive more.

That's what the expert said

GOOD PARAGRAPH EXAMPLES:

1. How do the sentences relate to each other, especially to the first sentence?
2. Does the topic within each paragraph change?
3. Do any sentences disagree with the topic sentence?

PARAGRAPH EXAMPLE II

Liberos University is worth considering if you want a good education without going bankrupt. It isn't that expensive, which makes it affordable for the average person. For people who have low-incomes, financial aid is also available. The university is a good deal for this cost, as it is ranked 13 out of 45 in the region. It has good student facilities, like a gym, movie theater, cafeteria, and game rooms. The school also has lots of on campus activities to keep students happy and entertained. If you are looking for a good place to get a quality education, look into Liberos University.

PARAGRAPH EXAMPLE III

Halloween is the best holiday of the year. Halloween is in October, so the weather is nice, perfect for being inside or outside. The holiday is rather light-hearted so people don't have high expectations. This leads to a lot less stress than holidays like Christmas or Thanksgiving. It's also fun, you can dress up and pretend to be someone else. Also, while Halloween doesn't have the same amount of feasting as Thanksgiving, it still has plenty of delicious food. All these things make Halloween enjoyable for children and parents alike. That's why Halloween is the best holiday.

POORLY CONSTRUCTED PARAGRAPH- What is wrong with this paragraph?

We should implement the policy because it will be good for our finances. We don't have good finances so we should do something to fix it, and this will help. Because it reduces the unnecessary costs. We are wasting a lot of money. Some people think this policy is bad. They think we should increase taxes.

TOPIC SENTENCE MATCHING: Match the supporting sentences to the topic sentence and write the paragraphs. Make sure to not use any sentences that don't directly support the topic sentence.

Topic Sentences

- A. My favorite food is pizza.
- B. Closed borders are not as beneficial for a country's economy as some people think.
- C. The new TX-990 chip will help revolutionize the computer industry.

Supporting sentences

1. The crisp crust, cheese, and sauce make for the perfect base of flavors.
2. Some computers come with 32 gigabytes of RAM these days, which can be unnecessary.
3. Hamburgers are also delicious and have cheese.
4. Low-cost workers help to push down the cost of doing business and make the economy more efficient.
5. It's faster and uses less power than the previous model, the TX-980.
6. Immigrants pay taxes and spend money as well, boosting economic activity.
7. Additionally, despite fears that immigrants steal jobs or commit crimes, they usually don't work in the same industries as citizens and commit less crimes.
8. It's easy to prepare or order when you have a lot of guests at your home.
9. The smaller chip size means it can fit into both desktops and laptops.
10. There are a huge variety of toppings that prevent you from ever getting bored.
11. Meanwhile, better educated immigrants are more likely than natives to start businesses and become entrepreneurs.
12. The core is also less prone to overheating and being damaged.

TOPIC SENTENCE MATCHING: Now, write the full paragraphs here. Make sure not to add any off topic sentences.

A. My favorite food is pizza.

B. Closed borders are not as beneficial for a country's economy as some people think.

C. The new TX-990 chip will help revolutionize the computer industry.

Unit 1.4: Topic & Concluding Sentences

EXAMPLE PARAGRAPHS WITH TOPIC SENTENCES: Look at the three paragraphs below. Note where the main idea is introduced.

1. Quinoa is a grain that has seen increasing popularity recently. Quinoa is sometimes called a super grain because it has a high amount of complete protein. Furthermore, it is delicious and can be cooked into a variety of different dishes. This has led to a large change in the lives of the Andean farmers who cultivate it.

2. Have you ever considered a bunny? Unlike dogs, bunnies are very low maintenance. Children love them because they are cute and docile. They also remind children of the Easter Bunny. If a child has a bunny, it will also help teach them responsibility because they are very low-maintenance. You should consider a bunny for your child's first pet.

3. Although many people look back fondly on high school as the best years of their lives, many teens today don't feel the same way. Homework expectations have greatly increased compared to the past. Standardized testing has added a great deal of stress to students' lives. Plus, given the increasing demand of today's workforce, many students worry about their job prospects in an economy that is increasingly expecting higher skilled workers. The school experience today is far from what parents experienced.

4. If you have ever travelled more than 100 miles from your home, I want you to consider that you are an oddity. For most of human history, most people have never travelled that far from their homes. Transportation was underdeveloped, and could be expensive or dangerous. Most people stayed within a small area in or around the village they were born in, giving them a narrow worldview. It might sound shocking, but you've probably seen more of the world than most people in human history.

5. When I was young, my parents decided that I should do chores every week. I vacuumed the house for 2 hours on Sundays, washed the dishes every night, and scrubbed the bathroom every Saturday. They also made me mow the lawn in the summer. Doing chores on a regular basis was not enjoyable, but it taught me a lot of valuable skills in my life.

TOPIC SENTENCE CATEGORIES: Look at the formality level of different topic sentence types. Please note that this is not true all of the time.

More Casual	Moderately Formal	More Formal
<ul style="list-style-type: none"> ● questions ● personal experiences 	<ul style="list-style-type: none"> ● invitation 	<ul style="list-style-type: none"> ● information ● contradiction

TOPIC SENTENCE SELECTION: Look at the following paragraphs and choose an appropriate topic sentence from the options given.

<p>1. _____ . My friend made the card himself and taped it together. When I opened it there was a picture of us and a really nice handwritten note. I still remember that card 22 years after I got it.</p> <p>A. My best friend is a guy named Rory</p> <p>B. I had a great birthday present.</p> <p>C. The best present I've received was a handmade card for my birthday.</p> <p>D. I remember my 18th birthday really well.</p>
<p>2. _____ . No war up until that point had been as brutal. The advent of mechanized and trench warfare meant that people could kill and be killed without ever seeing the enemy's faces. There were days in which tens of thousands of soldiers would die, without a decisive victory. Men would come home shell shocked, diseased, and missing limbs.</p> <p>A. World War I changed our view of war forever.</p> <p>B. There have been many wars in Europe.</p> <p>C. The United States entered World War I quite late in the war.</p> <p>D. Do you know how many soldiers Germany lost in World War I?</p>

3. _____ . Only a few decades later, World War II broke out, pitting the Axis powers of Germany, Italy, and Japan against the Allies of Great Britain, the United States, the Soviet Union, France, and China against them. The war was fought in two main theaters: Europe and the Pacific. It is estimated that double the number of people died in World War II as in World War I.

- A. World War I was extremely brutal.
- B. Was World War I that brutal?
- C. Although it was predicted that World War I would be the war to end all wars, this wasn't the case.
- D. My grandfather served in World War II.

4. _____ . Although critics universally gave it a thumbs down, audiences loved it. It aired on weeknights from 7 p.m.-8 p.m., one of the most popular time slots for TV. Approximately 4 million people watched it every night. The main character, funny guy Ned, was voted the 7th most popular TV character of the year.

- A. *Glorious Purpose* is a comedy.
- B. The most popular TV time is 7p.m. - 8p.m.
- C. I loved the TV show *Glorious Purpose*.
- D. If you want to know why critics can be wrong, consider the TV show *Glorious Purpose*.

5. _____ . Studies have shown that it isn't as bad as the media claims it to be. Due to modern medicine, we can live longer and healthier than in the past. Scientific research is also finding potential cures for cancer and Alzheimer's disease. Getting old also means you can retire, so you'll have more free time than when you were a kid!

- A. Old age worries me.

- B. Are you worried about getting old?
- C. I always wanted to be a kid forever, but I think I've changed my mind.
- D. I look forward to retirement.

TOPIC SENTENCE CREATION: Look again at the paragraphs from the beginning of the lesson. The original topic sentence has been removed. Try to create a topic sentence for each category.

#1

Question: _____

Personal Experience: _____

Invitation: _____

Fact: _____

Contradiction: _____

Quinoa is sometimes called a super grain because it has a high amount of complete protein. Furthermore, it is delicious and can be cooked into a variety of different dishes. Due to its versatility and taste, quinoa sales are booming. This has led to a large change in the economics of the Andean farmers who cultivate it.

#2

Question: _____

Personal Experience: _____

Invitation: _____

Fact: _____

Contradiction: _____

Unlike dogs, bunnies are very low maintenance. Children love them because they are cute and docile. They also remind children of the Easter Bunny. If a child has a bunny, it will also help teach them responsibility because they are very low maintenance. You should consider a bunny for your child's first pet.

#3

Question: _____

Personal Experience: _____

Invitation: _____

Fact: _____

Contradiction: _____

Homework expectations have greatly increased compared to schools of the past. In addition, standardized testing has added a great deal of stress to students' lives. Plus, given the increasing demand of today's workforce, many students worry about their job prospects in an economy that is increasingly expecting higher skilled workers. Schools today are a far cry from what parents remember.

#4

Question: _____

Personal Experience: _____

Invitation: _____

Fact: _____

Contradiction: _____

For most of human history, most people never travelled far from their home. Transportation was underdeveloped, and could be expensive or dangerous. Most people stayed within a small area in or around the village they were born in, giving them a narrow worldview. It might sound shocking, but you've probably seen more of the world than most people in human history.

#5

Question: _____

Personal Experience: _____

Invitation: _____

Fact: _____

Contradiction: _____

I vacuumed the house for 2 hours on Sundays, washed the dishes every night, and scrubbed the bathroom every Saturday. They also made me mow the lawn in the summer. Doing chores on a regular basis was not enjoyable, but it taught me a lot of valuable skills in my life.

Handout for Unit 1 Lesson 4 Part II: Concluding Sentences

COMPARING PARAGRAPHS: Which paragraphs feel more complete? Why? Underline the additional sentences.

A	B
<p>1. The movie Parasite (2019) won the Oscar for Best Picture. With an impressive cast and storyline, it caught audiences around the world. It followed the story of a poor family who tricked a wealthy family into employing them. It explores themes of class struggle and dark humor. The music, cinematography, and visuals all create the perfect mood for the story.</p> <p>2. The Revolutionary People Party's new plan is highly controversial. Supporters think that the plan will lift up the poor and take back power from the rich. They claim that it will make society more equitable. This has really fired up the party members.</p> <p>3. The opposition party, the National Party (NP) is fighting hard against this. They claim bankers and landlords are an important part of society. They also claim bankers make loans for poor people possible. Landlords, meanwhile, take the risk of ownership away from tenants. The NP says this benefits the poor by giving them more flexibility.</p>	<p>1. The movie Parasite (2019) won Oscar for Best Picture. With an impressive cast and storyline, it caught audiences around the world. It followed the story of a poor family who tricked a wealthy family into employing them. It explores themes of class struggle and dark humor. The music, cinematography, and visuals all create the perfect mood for the story. By having the great elements of story, humor, class, and art, it was a masterpiece.</p> <p>2. The Revolutionary People Party's new plan is highly controversial. Supporters think that the plan will lift up the poor and take back power from the rich. They claim that it will make society more equitable. This has really fired up party members. However, despite this passion, not everyone in society is on board.</p> <p>3. The opposition party, the National Party (NP) is fighting hard against this. They claim bankers and landlords are an important part of society. They also claim bankers make loans for poor people possible. Landlords, meanwhile, take the risk of ownership away from tenants. The NP says this benefits the poor by giving them more flexibility. It will be interesting to see how this plays out</p>

TYPES: Look at the paragraphs on the previous page. They each have an additional sentence at the end. These are called concluding sentences. Which concluding sentences are...?

- a final thought
- a summary
- a transition to the next idea/paragraph

You can use each concluding sentence for the following goals.

- Final Thought: If you want to leave the reader with a lingering question to consider that isn't necessarily addressed in the paragraph.
- Summary: when you want to repeat the main idea/topic sentence in order to help it stick in the reader's mind.
- Transition: When the next paragraph has a similar or contrary idea that you want to move on to.

PRACTICE: Look at the following paragraphs that don't have a conclusion sentence.

PART A: Choose a proper conclusion from the options selected.

1. The best present I got was a handmade card for my birthday. My friend made the card himself and taped it together. When you opened it there was a picture of me and a really nice handwritten note. I still remember that card 22 years after I got it, it was better than any expensive gift I got.

- A. I also received some fun games.
- B. On the other hand, I usually don't give people gifts.
- C. It was truly the best birthday present.
- D. I often buy expensive gifts.

2. World War I changed our view of war forever. No prior war had been as brutal. The advent of mechanized and trench warfare meant that people could kill and be killed without seeing their enemies' faces. There were battles in which tens of thousands of soldiers would die without a decisive victory. Men would come home shell shocked, diseased, missing limbs, and sometimes not come home at all.

- A. From that point on, it was hard to consider war glorious, only brutal.
- B. Treating injured soldiers led to many medical advances.
- C. Eventually, Germany lost the war.
- D. That is why many computer games are based on World War I.

3. Although it was predicted that World War I would be the "war to end all wars," this wasn't the case. Only a few decades later, World War II broke out, pitting the Axis powers of Germany, Italy, and Japan against the Allies. The Allies of Great Britain, the United States, the Soviet Union, France, and China found against them. The war was fought in two main theaters: Europe and the Pacific. It is estimated that double the number of people died in World War II as in World War I.

- A. The atomic bomb ended World War II.
- B. It was rare that the United States and Soviet Union worked together.
- C. World War II outstripped World War I in its brutality
- D. Fascism was on the rise.

4. If you want to know why critics can be wrong, consider the TV show *Glorious Purpose*. Although critics universally gave it a thumbs down, audiences loved it. It aired on weeknights from 7 p.m. to 8 p.m., one of the most popular time slots for TV. Approximately 4 million people watched it every night. The main character, funny guy Ned, was voted the 7th most popular TV character of the year by TV World Magazine.

- A. However, you should listen to the critics.
- B. He is similar to Homer Simpson.
- C. The show was produced in Canada.
- D. The show was clearly well made, despite what critics said.

5. I had always wanted to be young forever, but I think I've changed my mind. Studies have shown that being an adult isn't as bad as the media claims it to be. Due to modern medicine, we can live longer and healthier than in the past. Scientific research is also finding potential cures for cancer and Alzheimer's disease. Getting old also means you can retire, so you'll have more free time than when you were a kid!

- A. My grandfather is retired and he enjoys it.
- B. However, some people struggle in old age because of a difficult financial situation.
- C. Getting older really doesn't seem like a bad experience.
- D. I actually like working, so I think I won't retire.

PART B: Make your own conclusions. For paragraph 2, write a transition from paragraph 2 to paragraph 3.

1. The best present I got was a handmade card for my birthday. My friend made the card himself and taped it together. When you opened it there was a picture of me and a really nice handwritten note. I still remember that card 22 years after I got it.

Conclusion: _____.

2. World War I changed our view of war forever. No prior war had been as brutal. The advent of mechanized and trench warfare meant that people could kill and be killed without seeing their enemies' faces. There were battles in which tens of thousands of soldiers would die without a decisive victory. Men would come home shell shocked, diseased, missing limbs, and sometimes not come home at all.

Transition: However, _____.

3. Although it was predicted that World War I would be the "war to end all wars," this wasn't the case. Only a few decades later, World War II broke out, pitting the Axis powers of Germany, Italy, and Japan against the Allies. The Allies of Great Britain, the United States, the Soviet Union, France, and China found against them. The war was fought in two main theaters: Europe and the Pacific. It is estimated that double the number of people died in World War II as in World War I.

Conclusion: _____.

4. If you want to know why critics can be wrong, consider the TV show *Glorious Purpose*. Although critics universally gave it a thumbs down, audiences loved it. It aired on weeknights from 7 p.m. to 8 p.m., one of the most popular time slots for TV. Approximately 4 million people watched it every night. The main character, funny guy Ned, was voted the 7th most popular TV character of the year by TVWorld Magazine.

Conclusion: _____.

5. I had always wanted to be young forever, but I think I've changed my mind. Studies have shown that being an adult isn't as bad as the media claims it to be. Due to modern medicine, we can live longer and healthier than in the past. Scientific research is also finding potential cures for cancer and Alzheimer's disease. Getting old also means you can retire, so you'll have more free time than when you were a kid!

Conclusion: _____.

Unit 2.1: Seattle Entrepreneur and Quality of Life

WARM-UP QUESTIONS: Discuss the following questions with a partner:

1. How comfortable are you in your life right now?
2. How much money do you think you need to be happy?
3. If you could choose to increase your free time or your salary, which would you choose?
4. When you think of a good boss, what kind of boss would you like to work for?
5. Do you know what the OECD is?

READING: Read about Dan Price, the Seattle, USA CEO who decided to reduce his salary to pay his employees more.

CBS Interactive. (2021, September 16). *CEO on why giving all employees minimum salary of \$70,000 still "works" six years later: "our turnover rate was cut in half"*. CBS News. Retrieved October 10, 2021, from <https://www.cbsnews.com/news/dan-price-gravity-payments-ceo-70000-employee-minimum-wage/>

BRAINSTORMING ACTIVITY: Look at the following things that affect quality of life. Which aspect is the best in your life? Which one is the worst? Why? Discuss with your partner.

your community	income	housing quality	job quality
education	clean environment	your health	work-life balance
satisfying life	safety	ability to vote and influence society	

Now, read about the quality of life according to the Organization for Economic Co-Operation and Development (OECD). Read the first three sections (first five paragraphs), using the “web” option for reading:

OECD (2020), “Executive summary”, in *How's Life? 2020: Measuring Well-being*, OECD Publishing, Paris. DOI: <https://doi.org/10.1787/ea714361-en>


NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. What did the CEO do to his and his employee's salaries?
2. What happened to his business after changing the salaries?
3. What were two benefits to Price for changing employee salaries?
4. Price's salary is normal for a United States CEO. (True / False)
5. According to the OECD paper, how has quality of life improved since 2010?
6. What were at least two reasons for low quality of life listed in the OECD report?
7. What does "averages hide as much as they highlight" mean?
8. How are the two readings related?

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 2.2: Seattle Entrepreneur and Quality of Life

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What was the effect of Price's employees getting paid better?
3. What were at least two reasons for low quality of life listed in the OECD report?
4. Is money the only thing that affects life quality? What do you think makes you happy?

FACTUAL EXPLORATION: Go to the OECD better life index, available at OECDbetterlifeindex.org, and do the following:

- Under the *Countries* tab, choose two listed countries that you have interest in.
- Do not choose your own country, yet.
- Compare the two countries side by side, using both numbers and sentences.
- Fill in the table below.

OECD Average	Country One	Country Two
Income Per Capita		
Percent with a paid job		
Percent working long hours		
PISA Scores		
Life Expectancy		

Pollution (PM2.5)		
Water Quality		
Know Someone Can Rely On		
Voter Turnout		
Life Satisfaction Grade		

DISCUSSION QUESTIONS: Discuss with your partner the following questions.

1. What surprised you?
2. What didn't surprise you?
3. Did any statistic deviate far from the OECD average?
4. How would you guess these compare to your country?
5. For each category, what historical or cultural reasons do you think causes the country to score that way?
6. Based on what you found, do you think living in an "average" country, your own country, or one of the two countries you looked at would be best?

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. As a CEO, Dan Price should make much more than \$70,000/year.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. Paying new employees \$70,000 is unfair to others who spent years building up to that salary.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. If everyone paid their employees well, nobody would appreciate it.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. I would be happy earning \$70,000 a year.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. I think the quality of life in my community is decreasing.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. I think the next generation will be much better off and happier than my generation.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. Money isn't important as long as I have good health and friends.

| strongly disagree | disagree | neutral | agree | strongly agree |

8. Improving education is the key to improving all other aspects of life quality.

| strongly disagree | disagree | neutral | agree | strongly agree |

FACT EXPLORATION II: Now consider your own country, either the one you were born in and the one you currently live in. Guess how your country scores, and then compare it to OECD's numbers. After that, answer the questions below.

My Country Guess	My Country's Reality
Income per capita	
Percent with a paid job	
Percent working long hours	
PISA Scores	
Life Expectancy	
Pollution (PM2.5)	
Water Quality	
Know Someone Can Rely On	

Voter Turnout	
Life Satisfaction Grade	

DISCUSSION QUESTIONS: Discuss with your partner the following questions.

1. What surprised you?
2. What didn't surprise you?
3. For each category, what historical or cultural reasons do you think caused your country to score that way?
4. What do you think needs to be improved the most?
5. What do you think your country does best at?
6. Choose one topic for one country, and look lower on the page where it is explained more in depth. For that topic, read the extra information and look at the charts and graphs.
What do you find interesting?
7. If you were the absolute ruler of your country, what laws or policies would you implement to change or affect your country's scores?
8. Climate is not listed in the above, do you think it heavily affects quality of life?

Unit 2.3: Introduction Paragraphs

INTRODUCTION EXAMPLES: Look at the following paragraphs and take note of the features the teacher points out to you.

1. Like many other people, I love a good BBQ. The most delicious BBQ steak I have ever had in my life was my father's. He made it every year for the Fourth of July, and it was succulent and amazing. Today, I'd like to share the recipe with you.

2. In humanity's search for delicious and nutritious food, a winner may have been found. NASA dieticians and scientists have studied multiple grains to determine the best food for eating in space. They discovered quinoa was possibly the best grain. This report will detail the health benefits of quinoa compared to other grains.

3. A 2002 poll surveyed UK citizens for the question, "Who was the greatest Briton?" After surveying millions of people, the poll concluded that Sir Winston Churchill (1875-1965) was considered the greatest Briton by the British public. However, the public was wrong. Today, I will show you why he wasn't the greatest.

4. Today, stock prices are rising fast, giving many people the chance to become rich and wealthy. Technology stocks are some of the fastest rising, among them Luthor Corps is one of the best. We believe that Luthor Corps will continue to deliver wealth to our shareholders and with this report will present our plans for success.

5. Although many older people often say that high school was the best part of their lives, many students today don't agree. Students say high school is stressful, and many of them feel bullied by their peers. Since high school is an incredibly important part of people's lives, we need to

clearly understand what students think about it. To understand high school students' attitudes, a survey of 15,712 high school students across North America has been conducted, and analyzed in the following report.

WARNING: Don't hide the thesis or main idea from the reader, state it clearly.

1. ✗ There are many disagreements on the policy. Read on to see what we recommend.
 Although there are many disagreements, ultimately the benefits outweigh the costs.

2. ✗ A shocking experience left many people astounded, you won't believe what happened.
 A shocking revelation showed that the city councilmember had been stealing from the city fund for over 11 years.

3. ✗ Do you want to know the results? Keep reading to find out!
 The results showed that there was a 10.1% increase in electrical power.

PRACTICE ORGANIZATION: Look at the following disorganized introduction paragraphs. Determine what the funnel and hook sentences are and organize them in a logical order.

_____ Are you looking for a new pet?

_____ They are very independent and need less care than a dog.

_____ A cat could be a great pet for you.

_____ If you need to be gone for a few days, they can take care of themselves.

_____ They are very loving and caring.

Main idea: Here is a guide on how to adopt a cat.

_____ However, because of COVID, there has been a shift for workers to work from home.

_____ If working from home becomes permanent, there could be major changes in our economy and way of life.

_____ This created inflexible working hours that were not practical for everyone.

_____ A new idea about how to do business is rapidly becoming mainstream.

_____ Historically, workers would come to work and do 9 to 5 shifts.

Main idea: These changes will be beneficial to workers, businesses, and society as a whole.

_____ The celebration honors African heritage and lasts from December 26th to January 1st.

_____ One of these is Kwanzaa.

_____ Despite Americans being a very multicultural country, many white Americans are unaware of the holidays that minorities and people of color celebrate.

_____ It culminates (ends) in a large feast and gift giving.

_____ Kwanzaa is a week-long celebration in the United States and other countries in the Americas celebrated by African-Americans

Main idea: What follows is an overview of the history, customs, and meaning of the Kwanzaa celebration.

_____ Charles Elementary is a private first through sixth grade elementary school.

_____ It is located in Fircrest City, next to the golf course.

_____ The school has long brought the best teachers and students from all around the country for work and study.

_____ Are you looking for a way to maximize your child's intellectual development?

Main idea: Charles Elementary is a great choice for your child.

Unit 2.4: Concluding Paragraphs

EXAMPLE CONCLUSIONS: Read the following conclusions and note the features the teacher points out to you.

1. Although many people claim that the German army lost to Russia because of the weather, this belief does not stand up to scrutiny. The Germans lost before the winter had even arrived. Because they had been cut off from supplies, many of their troops were starving. The Russians had fought bravely and strategically. Hitler was just too weak of a leader to admit his troops could lose and so it was blamed on the weather.
2. America's health has been on a slow decline for decades. People are increasingly eating more processed foods, fats, and red meats. Meanwhile, plant-based foods are becoming less and less popular. The opposite needs to occur. If not, the country's health will continue to decline.
3. Domestic production of steel has been decreasing since the signing of the recent trade agreement. Although trade has made the price of steel cheaper, and thus the price of industry cheaper, tens of thousands of people have lost their jobs. It has also made us dependent upon foreign steel production. It would be better if we had never signed it.

ESSAY SUMMARIES: Look at the following two summaries of essays. Write conclusions based on the essay content.

1. main idea: With computers and smartphones being standard in today's society, it is difficult for younger people to realize how much society has been revolutionized by them.
2. topic sentence 1: About twenty-five years ago, Bill Gates's idea of a computer in every home seemed wild and unimaginable.
3. topic sentence 2: Smartphones alone have replaced thousands of dollars of other electronics, making life cheaper.
4. topic sentence 3: In the 90s, most people didn't have internet access, and for those that did, internet speeds were far slower.

1. main idea: Society would be better off if everyone sent their children to public schools.
2. topic sentence 1: It would mean rich and poor kids would grow up side-by-side, helping them have more empathy for each other.
3. topic sentence 2: Parents who wouldn't have cared about public education would now have a more important stake in the system.
4. topic sentence 3: Society as a whole benefits from a well-educated workforce

FINAL THOUGHT EXAMPLES: Look at some types of final thoughts, their purposes, and their examples. Guess what the main idea of the essay was based on the final thought.

- a. Quick summary: used to solidify a main idea into the reader's head, is often very short.
 - i. Thus, King Sejong is the most important Korean.
 - ii. That is how Microsoft changed the home computer landscape.

- b. Prediction: used to make the reader think about the future.
 - i. If you invest now, your retirement will be much easier.

- c. Warning: used to push the reader to action or emotion.
 - i. If society doesn't take action now, global warming could end life as we know it.

- d. Emotional Opinion: use emotion to strengthen a controversial opinion.
 - i. If we don't build the mega-shopping mall, our unemployment rate will continue to suffer and residents will struggle to feed their children.
 - ii. Only an idiot would disagree. [very informal or rude]

- e. Contradiction: used to compare/contrast information.
 - i. Although Steve Gates is considered a computer genius, Bill Jobs is the real hero.
 - ii. Although many people criticized the mayor, she was right all along.

- f. Encouragement: less formal, used to encourage someone to do something.
 - i. We believe you can do it!

- g. Ask a question: less formal, used to make the reader think.
 - i. If you are unsure, ask yourself, “What would your father do?”

- h. Encouraging question: less formal, gives the illusion of asking a question, but actually pushes the reader to agree with the author.
 - i. Would you really trust someone with a history of lying?
 - ii. Why not? People would be foolish not to!

- i. Make a challenge: less formal, encourages the reader to do something.
 - i. I bet you can run the 10K! Get up and do it! I believe in you!

Unit 3.1: Nobel Prize 2021 Winners

WARM-UP QUESTIONS: Discuss the following questions with a partner:

1. Based on your life goals, what is the greatest award you could receive?
2. Do you know what the Nobel Prizes are?
3. Have you heard any recent news about the Nobel Prizes?

PRE-READING ACTIVITY: Look at the Nobel Prize types, typically given out once a year. Each prize can be given to more than one person per year, and includes a substantial cash prize. Look at the following prizes, and answer the following questions.

1. Which prize sounds the most prestigious to you?
2. Do you know about anyone who has won any prize?
3. If you could win a prize for any of the categories, which category would it be?

Peace Prize	Chemistry	Literature
Physics	Medicine	Economics

READING: Read about the 2021 selection of Nobel Prize Winners. First read about the choice of the Nobel Peace Prize and why the committee decided to choose those winners. Then read about some of the controversy in the selection process. Note that the second article was written before the winner of the first article was released.

Nobel Prize Outreach. (2021, October 8). *The Nobel Peace Prize 2021*. NobelPrize.org. Retrieved October 11, 2021, from <https://www.nobelprize.org/prizes/peace/2021/press-release/>

Ahlander, J., Fouche, G., & Steenhuisen, J. (2021, October 8). *And the 2021 Nobel prizes go to men... so far*. Reuters. Retrieved October 11, 2021, from <https://www.reuters.com/world/2021-nobel-prizes-go-men-so-far-2021-10-07/>

NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

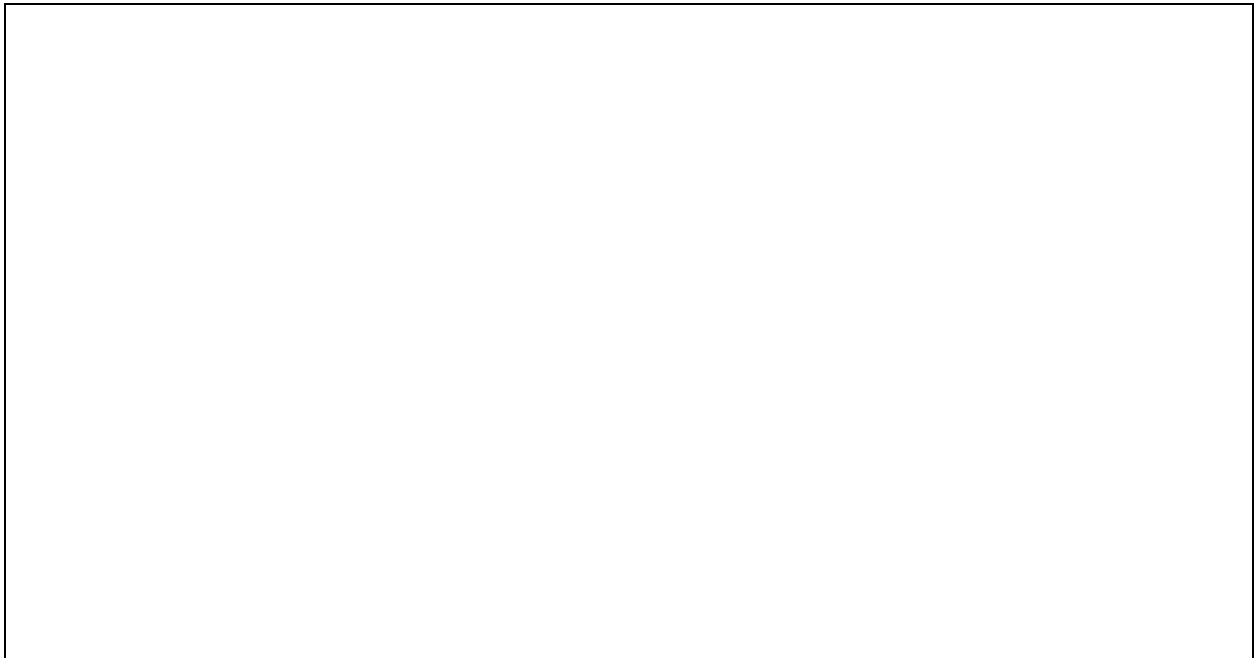
COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. To whom did the Peace Prize go and why did the committee choose those people?
2. What does the committee claim are the benefits of freedom of expression and the press?
3. What is the controversy in who wins the Nobel Prizes?
4. The designers of the mRNA vaccine can never win the prize. (True / False)
5. One reason less women win the science prize is possibly because there are less women in science than men. (True / False)

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 3.2: Nobel Prize 2021 Winners

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What were the main ideas of the two readings?
3. What did you find interesting in the readings?
4. How did you feel about the fact that less women and people of color win Nobel science prizes?

CONTENT ACTIVITY: Look at the following questions and see if you can remember the information from the previous class. After trying to remember, refer to the readings.

1. What profession did the 2021 Nobel Peace Prize winners honor?
2. What countries were they from?
3. Why did the Nobel committee think those winners' jobs were important?
4. According to the Reuter's article, what percent of the prize winners in 2021 in science and literature were women?
5. Is the answer to question 4 normal or rare compared to other years?
6. Who received most of the prizes "in earlier decades" according to the Reuter's article?
7. Is the ethnicity/race gap between winners or the sex/gender gap bigger when it comes to prize winners?
8. Has the number of women winners been increasing or decreasing since the beginning of the Nobel Prize?
9. Why didn't the researchers for the mRNA vaccine win?
10. Search the internet to find out who the prize in Economics went to after these articles were written.

FACTUAL EXPLORATION I: Choose a 5 year period in the last hundred years. Using any resources you can, map who won the nobel prizes.

Five Year Period: _____	
white male	white female
non-white male	non-white female

FACTUAL EXPLORATION II: Search the internet for one of the following, and collect data on them. Make a short character profile on them, adding in the information in the box.

- Controversial Nobel Prize winners
- Influential Nobel Prize winners

Name:	Year:
Nationality/Ethnicity:	Sex/Gender:
Prize type:	Reason for Prize:
Historical context for why it was influential or controversial:	

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. A press that is able to criticize the government is one of the most important parts of living in a good country.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. I think journalism is an honorable career.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. It is hypocritical that the Nobel Peace Prize is named after someone who made something as destructive as dynamite.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. The lack of non-white winners reflects the committee's racism, not the lack of science in non-white countries.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. A lack of female prize winners is not because of sexism in choosing winners, but in women not being encouraged to study science.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. The committee should consider someone's background as part of their nomination. People from poor countries must work harder to achieve greatness.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. Big prizes like these aren't important. We should focus on small achievements.

| strongly disagree | disagree | neutral | agree | strongly agree |

8. The Nobel Peace Prize is usually considered the most important one, but I think science is more important than peace.

| strongly disagree | disagree | neutral | agree | strongly agree |

MINI PROJECT: Create a prize! Create a prize to celebrate something that you value. It can be a big prize or a small prize. Choose a name for this prize, and describe it in detail.

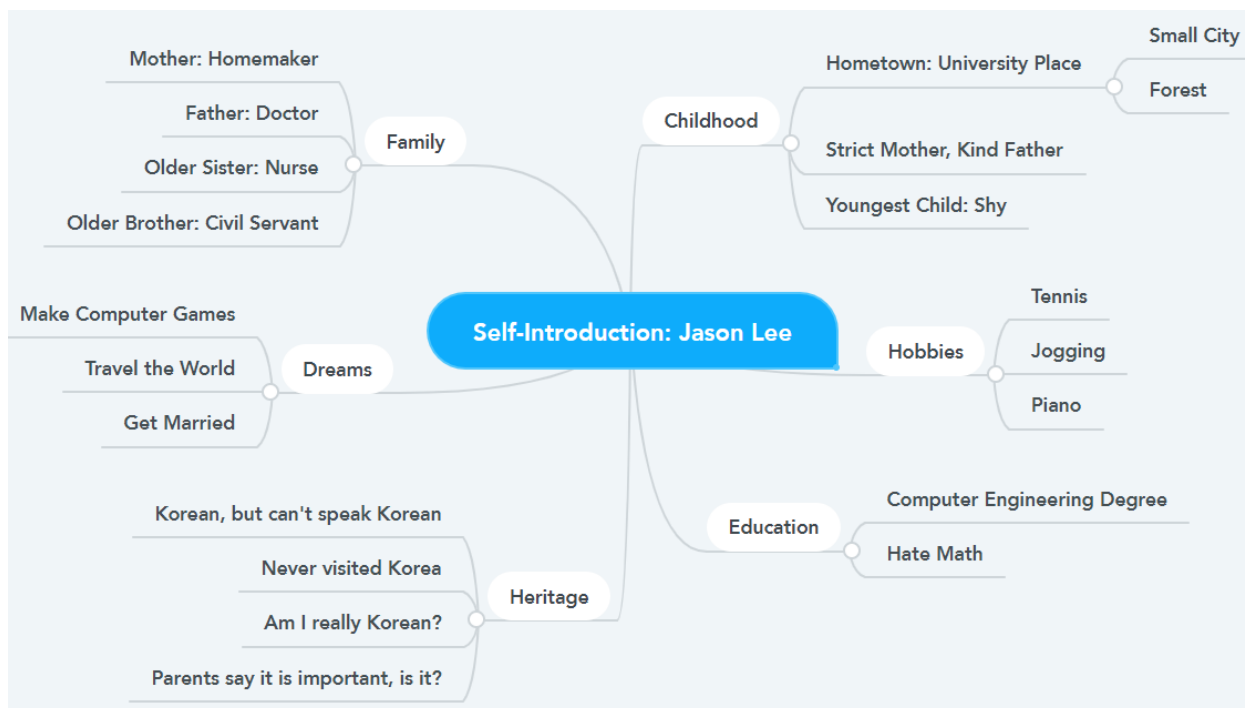
Name of prize:	How often it is given out:
Reason for prize: To encourage / celebrate ...	
Reward received:	
Winner selection process:	
Eligibility for winners:	
Shared winners: (yes / no)	Special Note(s):

Unit 3.3: Mind Mapping and Outlining

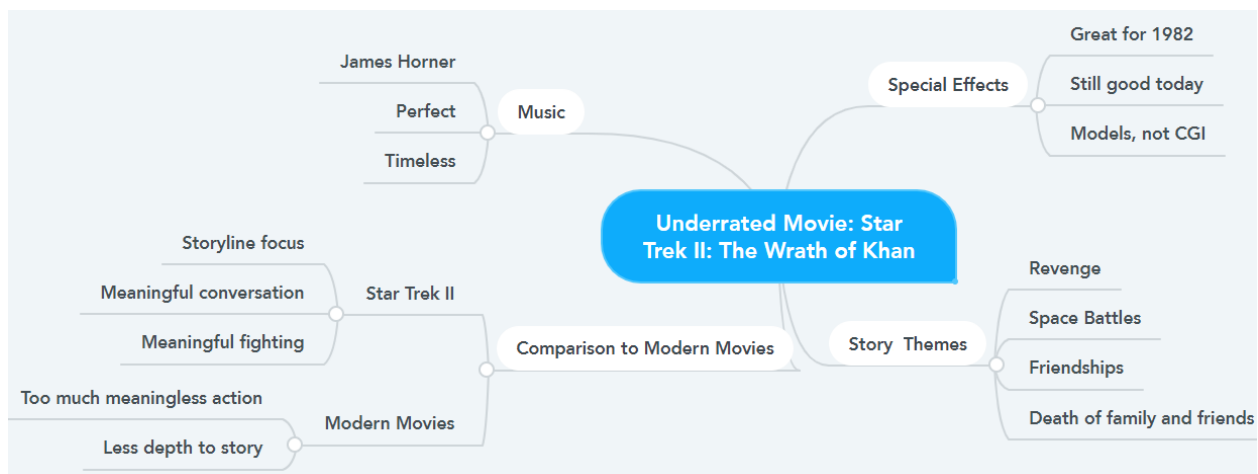
SAMPLE MIND MAPS: Look at the following mind maps and

[Credit: made on mindmeister.com]

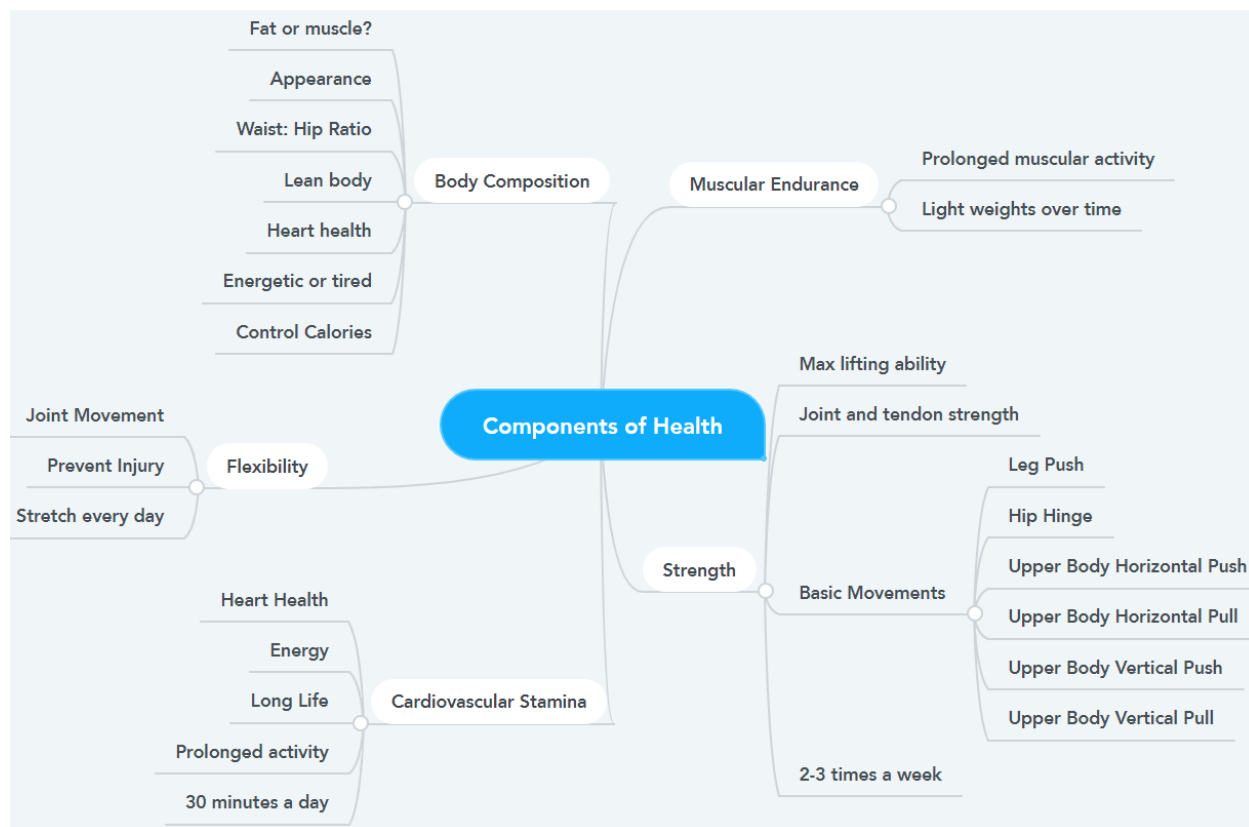
Self Introduction



Underrated Movie: Star Trek II The Wrath of Khan



Components of Health



OUTLINE EXAMPLES: Look at the outlines below and compare them to the mind-maps above.

Self Introduction

- I. Jason Lee
- II. Childhood
 - A. Hometown University Place
 1. Small city
 2. Lots of forest
 - B. Strict mother, kind father
 - C. Youngest child, shy
- III. Hobbies

- A. Tennis
- B. Jogging
- C. Piano

IV. Education

- A. Computer engineering degree
- B. Hate math

V. Heritage

- A. Korean-American
- B. Parents say it is important, is it?
- C. Never visited Korea
- D. Really Korean?

VI. Dreams

- A. Make computer games
- B. Travel the world
- C. Get married

VII. Family

- A. Mother: Homemaker
- B. Father: Doctor
- C. Older Sister: Nurse
- D. Older Brother: Civil Servant

Underrated Movie

- I. Star Trek: The Wrath of Khan
- II. Story Themes
 - A. Revenge
 - B. Space battles
 - C. Friendship

- D. Death of family and friends
- III. Special Effects
 - A. Great for 1982
 - B. Still good today
 - C. Models not CGI
- IV. Comparison to Modern Movies
 - A. Star Trek II
 - 1. Storyline focus
 - 2. Meaningful conversation
 - 3. Meaningful fighting
 - B. Modern Movies
 - 1. Too much meaningless action
 - 2. Less depth to story
- V. Music
 - A. James Horner
 - B. Perfect
 - C. Timeless

Components of Health

- I. Components of Health
- II. Body Composition
 - A. Fat or muscle
 - B. Appearance
 - C. Waist:hip ratio
 - D. Lean body
 - E. Heart health
 - F. Energetic or tired

G. Control calories

III. Cardiovascular Stamina

A. Heart health

B. Energy

C. Long life

D. Prolonged activity

E. 30 minutes/day

IV. Strength

A. Max lifting ability

B. Joint and tendon strength

C. Basic movement

1. Leg push

2. Hip hinge

3. Upper body horizontal push

4. Upper body horizontal pull

5. Upper body vertical push

6. Upper body vertical pull

D. 2-3 times/week

V. Muscular Endurance

A. Prolonged muscular activity

B. Light weights over time

VI. Flexibility

A. Joint movement

B. Prevent injury

C. Stretch every day

ESSAY EXAMPLES: Look at the essays below and compare them to the outlines above.

Self Introduction

Hello, my name is Jason Lee. It is a pleasure to meet you all today. Let me tell you a bit about myself.

During my childhood I lived in a small city named University Place. It was surrounded by forests and I was always exploring them. My mother was strict, and always worried about me getting lost in the forests. My father was kind and encouraged it. However, because I was the youngest child, I was rather shy since my older siblings were rather dominant. I think this really affected my personality.

My hobbies reflect my shy personality. I like tennis because it is not a popular sport and so there aren't a lot of people watching me. I also like jogging. It really gives a great feeling to just go explore the outdoors on long jogs. I think it might remind me of my childhood exploring nature. Finally, I like piano. I'm not really good at it, but it calms and relaxes me.

I'm currently pursuing a computer engineering degree. I thought it would be a good fit for me, because it isn't a social job. However, I hate math. I didn't expect to have to learn so much math. I'm considering quitting the program, but I think that will disappoint my parents.

My family is Korean-American, and my parents really say heritage is important. I've never visited Korea. There are a lot of things I know about Korea, but my Korean isn't that good. I also have never really liked kimchi. So, I'm not sure if I really am Korean.

My dream is to live a full life. I always loved computer games growing up, so I'd like to make them myself. I also would like to travel the world. It's a little funny, since I haven't been to my own home country. I hope to get married someday, too. However, I think my family won't approve if I marry a non-Korean woman.

Speaking of my family, they are quite successful, and I'm proud of them. My mother is a homemaker and puts a lot of effort into raising us. My father is a doctor, and although he

works long hours, he always made sure that we were taken care of. My older sister is a new nurse, she just graduated from college. My older brother, my favorite, is a civil servant and works for the government. I hope I can keep up the family legacy of hard work and success.

I'm not really that interesting of a person, but hopefully you can find something you have in common with me. Thank-you.

Underrated Movie

Star Trek II: The Wrath of Khan is a very underrated movie. If you are a fan of science fiction, you probably know about it. While part of the Star Trek franchise, anyone can enjoy it.

The story is quite interesting. It deals with themes of revenge and combat, making it feel quite epic. However, at its heart, it is a story about friendship and human relations. It explores how people react when their loved ones die.

Although the movie is old, the special effects are quite good. Compared to other movies that came out in 1982, it was amazing. The special effects still hold up today. That's because they used physical models and not CGI. Sure it has some imperfections, but it doesn't take away from the movie.

In many ways, the movie is superior to modern movies. It has a focus on the storyline. As stated earlier, it is about friendship and human relationships. There is a lot of meaningful conversation. The fight scenes are amazing, but there isn't too much of it. This is something modern movies get wrong. There is so much action in some modern movies, that the action is meaningless. All that action leads to a story with less depth.

The music is also excellent. It was composed by James Horner, the same amazing composer that did the music for *Glory* (1989). The music is perfect and really sets the tone for the movie. Years later, it is worth listening to again and again.

Star Trek II is a great movie. It has a simple but well made story, good special effects, and music. It's definitely worth a viewing.

Components of Health

People seem to not know how to approach health. From diets, to exercise, people try things without any plan or order. What people should do is focus on the components of health that matter to them, and make realistic goals and work towards them. Most experts think there are 5 measures or components of health that can be focused on.

The first component of health is the most visible: body composition. This is what percent of your body is fat or muscle. This is the easiest to see when you look at people, do they have a good waist to hip ratio, and a lean body? On top of these visible benefits, there are also inner benefits like heart health. People who take care of their body composition also might have more energy since they don't have to carry around so much weight. And it is easy to achieve, you just have to control your calorie consumption.

The second component is cardiovascular stamina. Like body composition, this can also affect your heart health and give you more energy. People with healthy hearts are likely to live longer. These benefits aren't really hard to work on. All you need is 30 minutes a day of active physical activity where you move and breath heavily. Not a big cost for the benefits.

The third component of health is your muscular strength. This measures your max lifting ability, as well as your joint and tendon strength. There are 6 main movements you need to work on: Pushing with your legs, and hinging with your hips are part of the lower body movements. For the upper body, there are horizontal push and pull movements, as well as vertical push and pull movements. Training these 6 movements at least 2 to 3 times a week will greatly improve your strength.

Related to strength is endurance training. Muscular endurance is your muscle's ability to use your muscles for prolonged periods of time. You can use the same movements as with muscular strength, but to train this you need to lift lighter weights over a longer period of time.

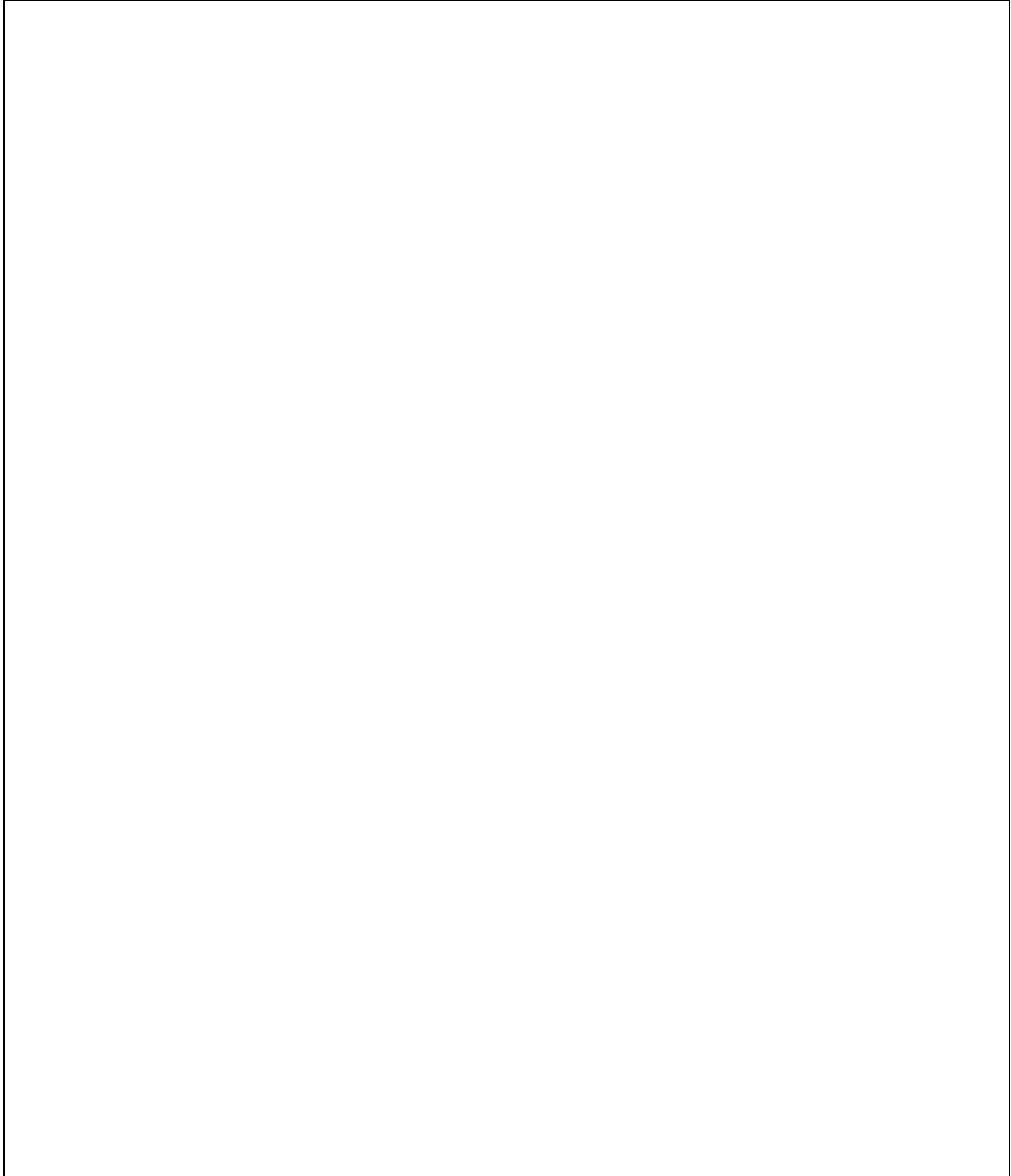
Finally, the last aspect is flexibility. This measures your body's ability to move your muscles through their full range of movements allowed by the joints. This can help prevent

injury especially as you get older. It is recommended that you stretch every day.

Health is truly important for quality of life, and focusing on the five components can really help. Body composition can improve self-esteem and energy levels. Cardiovascular fitness can increase lifespan and also increase your energy. Strength and endurance training can make daily tasks easier. Finally, flexibility can prevent injuries. Even small improvements can really make a difference.

Unit 3.4: Essay Practice and First Essay

REVIEW- The teacher will ask you to remember what you've studied up to this point. Take notes and see what you can remember.

A large, empty rectangular box with a thin black border, intended for students to take notes during the review session.

ANALYSIS- Look at the reading that the teacher, or you have chosen. You must rewrite this into the proper format for a 5-paragraph essay using the tools provided.

1. What is the main idea/thesis of this reading?
2. What are the main sub- or supporting ideas?
3. Underline the supporting sentences in the reading.
4. Make a mind map below, organizing the reading into a main idea with 3-5 sub-topics, and supporting ideas/information. Organize that mind map into an outline.

Mind map

Outline

WRITING: Now, on a piece of paper, turn your outline on the previous page into a full essay.

WRITING ASSESSMENT: When you are finished with the rewrite of the essay, your teacher will check it and give you feedback using the rubric below.

Item	Goals	Feedback
Planning	Mind map and outline represent the ideas of the original article.	
Introduction	Essay uses one of the suggested hooks to catch reader's attention (question, suggestion, fact, personal experience, contradiction).	
	Introduction builds from broad to specific ideas, as in a funnel.	
	Thesis/main idea is near the end of the introduction, clearly stated, and easy to understand.	
Body Paragraphs	All topics are related to the thesis/main idea of the paper.	
	Topic sentence clearly introduces the main idea of the paragraphs.	
	All sentences in the paragraphs are on topic.	
	Paragraph includes a concluding sentence to summarize or transition to the next paragraph when appropriate.	
Conclusion	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content	Language is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	
	Essay does not simply copy sentences and grammar from the original article.	

Unit 4.1: Global Energy Reading

WARM-UP QUESTIONS: Discuss the following questions with a partner:

Ask 3 questions, going from broad to specific.

1. Do you pay the energy bills in your house? If so, how expensive are they?
2. Do you know where most of the energy in your country comes from?
3. Is your country/community trying to transition to cleaner forms of energy?
4. Do you know what “net-zero carbon emissions” means when it comes to energy?

PRE-READING ACTIVITY: Look at the following sources of energy in the world today and answer the following questions with a partner

1. What do you know about this energy source?
2. How popular is it?
3. Do you know any pros/cons for using this energy?

coal	natural gas	hydroelectric	oil
wind	solar	biofuel	other _____

READING: Read the following articles about energy shortages in the EU and their effect on economics as well as the EU’s goal to reduce carbon emissions to “net-zero” by 2050.

The Economist Newspaper. (2021, October 6). *The first big energy shock of the green era.*

Retrieved October 24, 2021, from

<https://www.economist.com/leaders/2021/10/16/the-first-big-energy-shock-of-the-green-era>

Euronews. (2021, October 12). *Ten EU countries call on Brussels to label Nuclear Energy as green.* Retrieved October 24, 2021, from

<https://www.euronews.com/2021/10/11/led-by-france-10-eu-countries-call-on-brussels-to-label-nuclear-energy-as-green-source>


NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

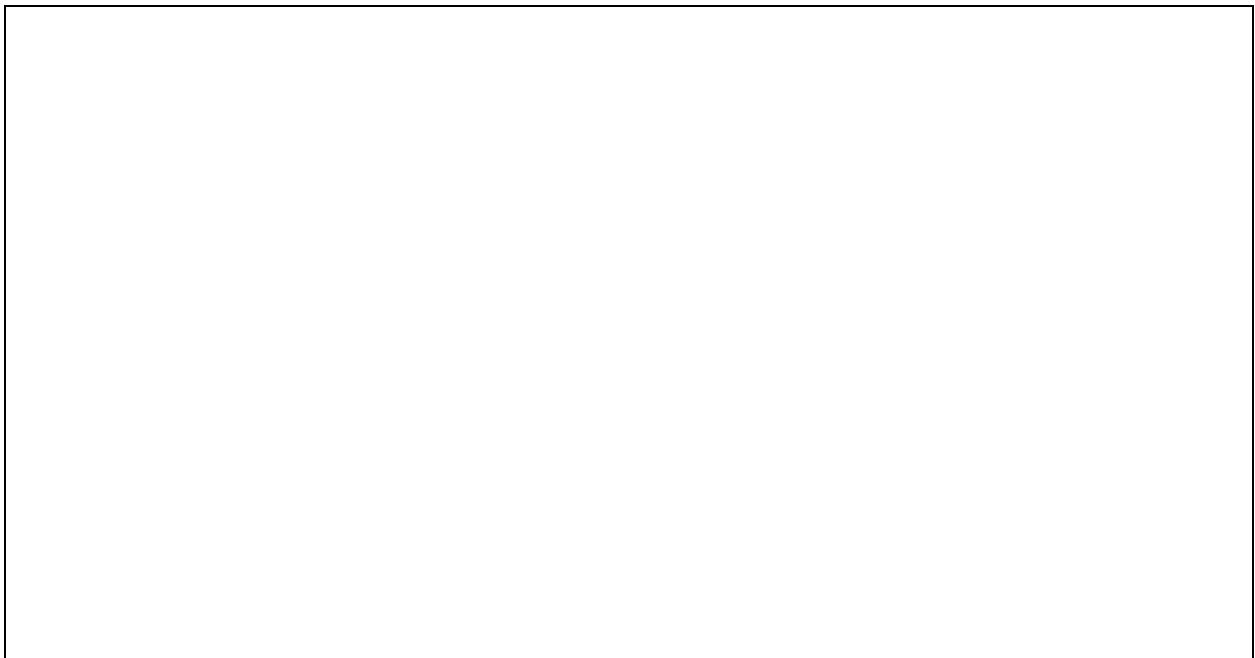
COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. According to The Economist article, what is happening to energy prices and is this good or bad?
2. Is The Economist article optimistic about transitioning to cleaner energy sources quickly?
3. If society doesn't have enough green energy, what gets used instead?
4. Where does the EU get most of its natural gas, and how does this affect prices?
5. Why can't countries agree on nuclear power in Europe?
6. According to *both* articles, is energy a global or local market?

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 4.2: Global Energy Discussion

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What types of energy does the EU want to transition away from?
3. What is making this transition difficult?

CONTENT ACTIVITY: Look at the following questions and see if you can remember the information from the previous class. After trying to remember, refer to the readings.

1. Why is it important for energy to move away from fossil fuels and to renewables?
2. What is happening with energy supply in the EU?
3. Where does the EU get a majority of its gas?
4. Why is energy so important to modern economies?
5. How much energy comes from nuclear plants in the EU?
6. Which countries support nuclear power, which countries oppose nuclear power?
7. Why is diversifying energy sources important?
8. Is the EU on track to meet its “net zero by 2050” goal?
9. Why do some countries support nuclear power?
10. Why do some countries oppose nuclear power?

FACTUAL EXPLORATION: Look up information on the following sources of energy, and fill out the table.

Coal	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:
Oil	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:

Natural Gas	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:
Wind	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:
Nuclear	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:
Biofuel	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:

Hydroelectric	Percent of energy in the world: Percent used in my country: Main suppliers: Market share: Pros: Cons:
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AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. “Net-zero” carbon emissions is not an important goal and shouldn’t be pursued.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. Coal, oil, and natural gas have made many countries wealthy and it is bad for economics to transition away from them.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. The international energy trade promotes peace because countries won’t fight each other if they get energy from each other.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. The government, not markets, should regulate energy prices.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. Green energies like wind, solar, and hydroelectric are intermittent and not reliable.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. Nuclear power is dirty and dangerous and should be opposed.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. Nuclear power is the energy of the future and should be supported.

| strongly disagree | disagree | neutral | agree | strongly agree |

8. Nuclear power is a bridge technology and should only be used until solar and wind are better developed.

| strongly disagree | disagree | neutral | agree | strongly agree |

MINI PROJECT: Based on what you know about your country, make a recommendation on what kind of energy to invest in. Answer the following questions to organize your thoughts.

What is the biggest energy problem in your country right now? (cost, air pollution, water pollution, security, access, etc.)

Which source of energy remedies that problem?

Where can you get that energy?

How long will it take to invest in that energy source?

How does investing in that energy solve your problem?

What negative side effects does investing in that energy cause?

What is the second biggest energy problem in your country right now?

Which source of energy remedies that problem?

Where can you get that energy?

How long will it take to invest in that energy source?

How does investing in that energy solve your problem?

What negative side effects does investing in that energy cause?

If either of these energy sources need a location, for example, building a hydroelectric dam, solar farm, nuclear power plant or oil refinery, where can it be built?

Unit 4.3: Peer Review

Instructions: After exchanging essays with your partner, read their essay three times.

- The first time you read, focus on the content.. If there is anything you don't understand, ask your partner.
- During the second reading answer the questions below.
- During the third reading, check your partner's grammar.

Questions

Topic/Question	Answer
<ul style="list-style-type: none"> ● Introduction 	
<ul style="list-style-type: none"> ● Is there a hook in the introduction? What type of hook is it? 	
<ul style="list-style-type: none"> ● Is the introduction paragraph organized from big ideas to small ideas, chronologically, or another way? 	
<ul style="list-style-type: none"> ● Is the thesis/main idea clearly written in the introduction? <ul style="list-style-type: none"> ○ If yes, draw a box around it. ○ If not, ask the author to clarify or rewrite it. 	

<ul style="list-style-type: none">● Main Idea/Thesis	
<ul style="list-style-type: none">● Read the topic sentence of each paragraph.<ul style="list-style-type: none">○ Draw boxes around them, and then draw lines from them to the main idea/thesis.○ Are the topic sentences clearly written?○ Do they support the main idea of the essay?	
<ul style="list-style-type: none">● Body Paragraphs (Do for each body paragraph)	
<ul style="list-style-type: none">● Read the topic sentence of each body paragraph.<ul style="list-style-type: none">○ What kind of topic sentence is it?● Read the supporting sentences of the paragraph.<ul style="list-style-type: none">○ Do all sentences match and support the topic sentence? If no, why not?● Does the paragraph have a concluding sentence?<ul style="list-style-type: none">○ If yes, what type of sentence is it?○ If not, why doesn't it have one?	

<ul style="list-style-type: none">● Concluding paragraph	
<ul style="list-style-type: none">● Does the first sentence restate the thesis/main idea in different words?● Does it summarize the main ideas of the essay?● Does it have a final thought?<ul style="list-style-type: none">○ If not, ask the author why it doesn't.○ If yes, what type of final thought is it?● Does the final thought match the tone of the essay?	
<ul style="list-style-type: none">● Other	
<ul style="list-style-type: none">● Your teacher may ask you to look for other features, write them down here and look for them.	

WRITING ASSESSMENT: After rewriting, hand in your final draft with this sheet, your teacher will check it and give you feedback using the rubric below.

Item	Goals	Feedback
Planning /6	Mind-map and outline are properly made.	
Introduction /6	Essay uses one of the suggested hooks to catch reader's attention (question, suggestion, fact, personal experience, contradiction).	
	Introduction builds from broad to specific ideas, as in a funnel.	
	Thesis/main idea is near the end of the introduction, clearly stated, and easy to understand.	
Body Paragraphs /6	All topics are related to the thesis/main idea of the paper.	
	Topic sentence clearly introduces the main idea of the paragraphs.	
	All sentences in the paragraphs are on topic.	
	Paragraph includes a concluding sentence to summarize or transition to the next paragraph when appropriate.	
Conclusion /6	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content /6	Grammar and vocabulary is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	

Unit 4.4: Adding Details and Second Essay

WARM-UP & REVIEW- Answer the following questions with a partner.

1. What was the title of the Euronews article?
2. What was the main idea/thesis?
3. What were the main points/evidence?

TARGET LANGUAGE EXAMPLES- Take note of the language examples the teacher tells you about. Write them in the box below.

--

QUESTIONS AND EXPLORATION- Answer the following questions with a partner, in your own words. Listen to the teacher for guidance.

What is the purpose of the grammar?	
Where is the grammar feature located?	
How often is this feature being used?	
What is the pattern? How is it constructed?	
Additional Notes	

PRACTICE- Look at the following examples and repeat them. Note the sentences that include *which* give additional information and have commas. Sentences with *that* give information to help you identify or understand items.

1. Oil, which is used all around the world for energy, produces billions of dollars a year in sales.
2. Cheese, which is delicious, is a gift from heaven.
3. The oil that was used in my car was expensive.
4. The cheese that was in my refrigerator was old.
5. The shoes that are blue are on sale.
6. The shoes, which are blue, are on sale.
7. The cat that is orange is friendly.
8. The cat, which is orange, is friendly.

COMBINE THE SENTENCES- Combine the sentences to describe the underlined noun.

1. That is my new bed. I bought it at IKEA.

2. Some books can sell for hundreds of thousands of dollars. They are very rare.

3. Many sleeping disorders can disrupt sleep. Sleeping disorders include insomnia.

4. The King Dome was replaced by SafeCo Field. The King Dome was demolished.

ADDITIONAL EXAMPLES- Combine the sentences to identify people.

1. This is a woman. She wakes up every day to go jogging.

2. This is a man. He paints houses on the weekend.

3. This is the child. I gave him my chocolate.

4. The man has a big red nose. I am looking for him.

ESSAY OPTIONS- Write down the essay options the teacher assigns you below and choose one to write an essay about. Map out your ideas on the next page.

Option #1:

Option #2:

MIND MAP

Unit 5.1: China Limits Video Games

WARM-UP QUESTIONS: Discuss the following questions with a partner:

1. Do you play video games?
2. If you do...
 - a. How much do you play?
 - b. What is your favorite game?
 - c. What game did you play most recently?
 - d. Have you ever played a game too much and had a hard time stopping?
3. If you don't...
 - a. What do you do to have fun?
 - b. Have you ever done something so much it affects your social life or job?
4. Should the government place restrictions placed on children playing video games?

READING: Read about how video games have become restricted in China

China bans kids from playing online video games during the Week. CNN. Retrieved October 4, 2021, from <https://edition.cnn.com/2021/08/31/tech/china-ban-video-games-minor-intl-hnk/index.html>

THE PEOPLE'S BRAINSTORMING: Look at the words below. What do they mean? How do they relate to each other?

Marxism-Leninism	party membership	Chinese Communist Party (CCP)
political monopoly	backroom negotiations	Russian Revolution of 1917

READING: Read about how the Chinese Communist Party works. Focus on the sections from the Introduction, to Domestic Obstacles Ahead.

Albert, E., Maizland, L., & Xu, B. (2021, June 23). *The Chinese Communist Party*. Council on Foreign Relations. Retrieved November 14, 2021, from <https://www.cfr.org/background/chinese-communist-party>.


NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

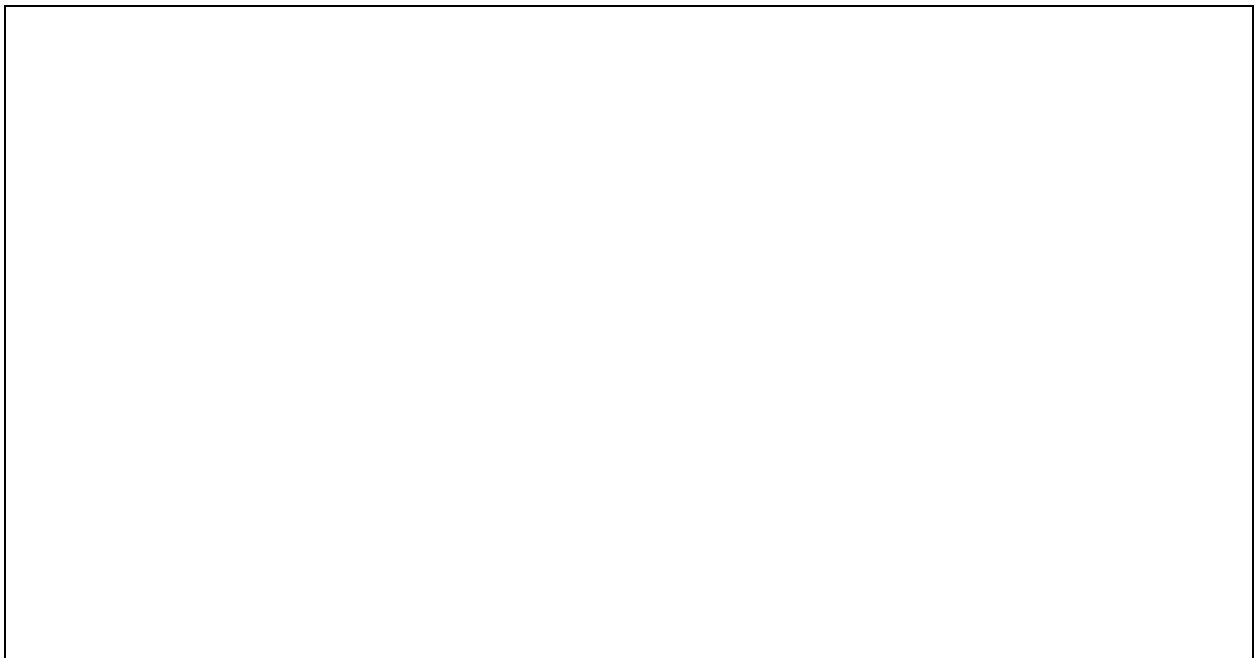
COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. According to the article, when can minors play video games in China?
2. What is one way China is enforcing the video game ban?
3. How can the Chinese government implement this system unilaterally?
4. Who is the current head of the CCP?
5. How was Deng Xiaoping different from Mao, and how does Xi differ from Deng?
6. What does the CCP think could threaten its control and how has it responded?

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 5.2: China Limits Video Games Discussion

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What were the main ideas of the readings?
3. Do you agree with the Chinese government's decisions?
4. What can you remember about the structure of the Chinese Communist Party (CCP)?

CONTENT ACTIVITY: Look at the following questions and see if you can remember the information from the previous class. After trying to remember, refer to the readings.

1. According to the CNN article, when can minors play video games in China?
2. According to the CNN article, how can companies check people's video game habits?
3. How did social media users respond to the ban?
4. What was the CCP inspired by?
5. How often does the CCP have its National Party Congress?
6. How much power does the general secretary of the CCP have?
7. Who gets to vote on who runs the CCP?
8. How is Xi like or not like Deng Xiaoping?
9. What is the difference between "strongman rule" and "consensus rule"?
10. What are some Chinese leaders afraid of and how are they responding?
11. How is the CCP's foreign policy described in the CFR article?

FACTUAL EXPLORATION: Learn about China. In your group, try to search online for as much information about the following information, then answer the discussion questions.

	CHINA
Area	
Population	
Population under 14	
Government Type	
GDP (PPP)	
GDP per capita	
Economic growth rate	

QUESTIONS:

1. How do you think the Chinese government's structure affects its ability to enforce the video game policy?
2. Do you think China can enforce the ban based on its population size?
3. How does China's GDP compare to your country's GDP?
4. How does China's GDP per capita compare to your country, to the global average?
5. Is China as a market too big to lose for video game developers?

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. Video games are a good way to spend free time.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. Governments should not put restrictions on playing video games.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. Parents should be the only ones who are responsible for children's behavior.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. Video games are not addictive.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. Parents should strongly limit their children's screen time.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. It's hard to control young children. They fight back strongly against control.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. Esports are not valid sports.

| strongly disagree | disagree | neutral | agree | strongly agree |

8. Minors can learn a lot from playing video games.

| strongly disagree | disagree | neutral | agree | strongly agree |

DISCUSSION QUESTIONS: In groups, ask and answer the following questions with your partner(s). Make sure to ask follow-up questions to your partner's answers.

1. Did you watch a lot of TV or play a lot of video games as a minor?
2. If you did, did your parents try to control your TV time?
3. Do video games "rot your brain" as some parents say?
4. Other than video games what kind of hobbies do you like?
5. Can video games increase minors' interest in new things?
6. Do you think China will keep this policy?
7. Do you think a version of this policy should be adopted in your country?
8. What are some benefits of a single party state?
9. What are some cons of a single party state?
10. How does your country's government differ from China's?
11. What is your country's relationship with China?

Unit 5.3: Instructor Review & Rewriting

Instructor Review

Instructions: Look over the essays your instructor covers in the class.

- Take note of what you think is interesting and helpful.
- Take note of what you should avoid.
- Write examples of each to help you remember.

Peer Review

Instructions: After exchanging essays with your partner, read their essay three times.

- The first time you read, focus on the content.. If there is anything you don't understand, ask your partner.
- During the second reading answer the questions below.
- During the third reading you should check your partner's grammar.

Questions

Topic/Question	Answer
<ul style="list-style-type: none"> ● Introduction 	
<ul style="list-style-type: none"> ● Is there a hook in the introduction? What type of hook is it? 	
<ul style="list-style-type: none"> ● Is the introduction paragraph organized from big ideas to small ideas, chronologically, or another way? 	
<ul style="list-style-type: none"> ● Is the thesis/main idea clearly written in the introduction? <ul style="list-style-type: none"> ○ If yes, draw a box around it. ○ If not, ask the author to clarify or rewrite it. 	

<ul style="list-style-type: none"> ● Main Idea/Thesis 	
<ul style="list-style-type: none"> ● Read the topic sentence of each paragraph. <ul style="list-style-type: none"> ○ Draw boxes around them, and then draw lines from them to the main idea/thesis. ○ Are the topic sentences clearly written? ○ Do they support the main idea of the essay? 	
<ul style="list-style-type: none"> ● Body Paragraphs (Do for each body paragraph) 	
<ul style="list-style-type: none"> ● Reread the topic sentence of each body paragraph. <ul style="list-style-type: none"> ○ What kind of topic sentence is it? ● Read the supporting sentences of the paragraph. <ul style="list-style-type: none"> ○ Do all sentences match and support the topic sentence? If no, why not? ● Does the paragraph have a concluding sentence? <ul style="list-style-type: none"> ○ If yes, what type of sentence is it? ○ If not, why doesn't it have one? 	

<ul style="list-style-type: none">● Concluding paragraph	
<ul style="list-style-type: none">● Does the first sentence restate the thesis/main idea in different words?● Does it summarize the main ideas of the essay?● Does it have a final thought?<ul style="list-style-type: none">○ If not,ask the author why it doesn't.○ If yes, what type of final thought is it?● Does the final thought match the tone of the essay?	
<ul style="list-style-type: none">● Other	
<ul style="list-style-type: none">● Your teacher may ask you to look for other features, write them down here and look for them.	

WRITING ASSESSMENT: After rewriting, hand in your final draft with this sheet, your teacher will check it and give you feedback using the rubric below.

Item	Goals	Feedback
Planning /6	Mind-map and outline are properly made.	
Introduction /6	Essay uses one of the suggested hooks to catch reader's attention (question, suggestion, fact, personal experience, contradiction).	
	Introduction builds from broad to specific ideas, as in a funnel.	
	Thesis/main idea is near the end of the introduction, clearly stated, and easy to understand.	
Body Paragraphs /6	All topics are related to the thesis/main idea of the paper.	
	Topic sentence clearly introduces the main idea of the paragraphs.	
	All sentences in the paragraphs are on topic.	
	Paragraph includes a concluding sentence to summarize or transition to the next paragraph when appropriate.	
Conclusion /6	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content /6	Grammar and vocabulary is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	

Unit 5.4: Reporting on Recent Events

WARM-UP & REVIEW- Answer the following questions with a partner.

1. What was the topic of the CNN article about China?
2. What tense(s) are mainly used throughout the reading? Why?
3. Is this reading about a recent event or a far past event?
4. Is this reading written in an informal, plain style, or formal style?

TARGET LANGUAGE EXAMPLE- Take note of the language examples the teacher tells you about. Write them in the box below.

--

QUESTIONS AND EXPLORATION- Answer the following questions in your own words. Listen to the teacher for guidance.

1. What is the focus of the grammar?	
2. Which grammar feature is about a definite time in the past?	
3. Which grammar feature is about an unspecified time in the past?	
4. In which structure is the action clearly finished?	

5. In which structure is the action potentially still ongoing or influential?	
6. What is the structure of the grammar?	
Additional Notes	

FINISH THE SENTENCES- Look at the following incomplete sentences and complete them. Share your ideas with a partner.

<ol style="list-style-type: none"> 1. The government has never finished _____. 2. They have been to _____. 3. The official has implemented _____. 4. I have studied English for _____. 5. Have you ever _____? 6. This year, have you _____?
--

TWO TRUTHS AND A LIE- Think of two true facts and one lie about your year. Report them below and have your partners guess which is the lie.

<ol style="list-style-type: none"> 1. 2. 3.
--

ESSAY OPTIONS- Write down the essay options the teacher assigns you below and choose one to write an essay about. Map out your ideas on this page.

Essay option #1:

Essay option #2:

MIND MAP

Unit 6.1: Columbus Day & Indigenous Peoples' Day Reading

WARM-UP QUESTIONS: Discuss the following questions with a partner:

1. What is your favorite holiday, either in your home country or another country?
2. What do you know about the explorer Christopher Columbus?
3. Who do you think lived in the Americas before Europeans arrived?

PRE-READING ACTIVITY: Look at the following events or human experiences. With a partner, ask the following questions about each one.

- What is it? / What are they?
- Why is it / are they important?
- How do they relate to each other, if at all?

Columbus's 1492 voyage	transatlantic slave trade	cultural pride
European exploration	Catholicism / anti-Catholicism	genocide
European colonization	Native/Indigenous Americans	personality cult

READING: Read about a holiday in the United States that is becoming increasingly controversial. Read both articles and then answer the comprehension questions.

Waxman, O. B. (2021, October 8). *How Columbus Day became known as an Italian-american holiday*. Time. Retrieved October 17, 2021, from <https://time.com/6104176/christopher-columbus-italian-american/>

Segarra, L. M. (2017, August 31). *Indigenous peoples vs. Columbus Day: Everything to know*. Time. Retrieved October 17, 2021, from <https://time.com/4923164/indigenous-peoples-day-columbus-day/>

NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

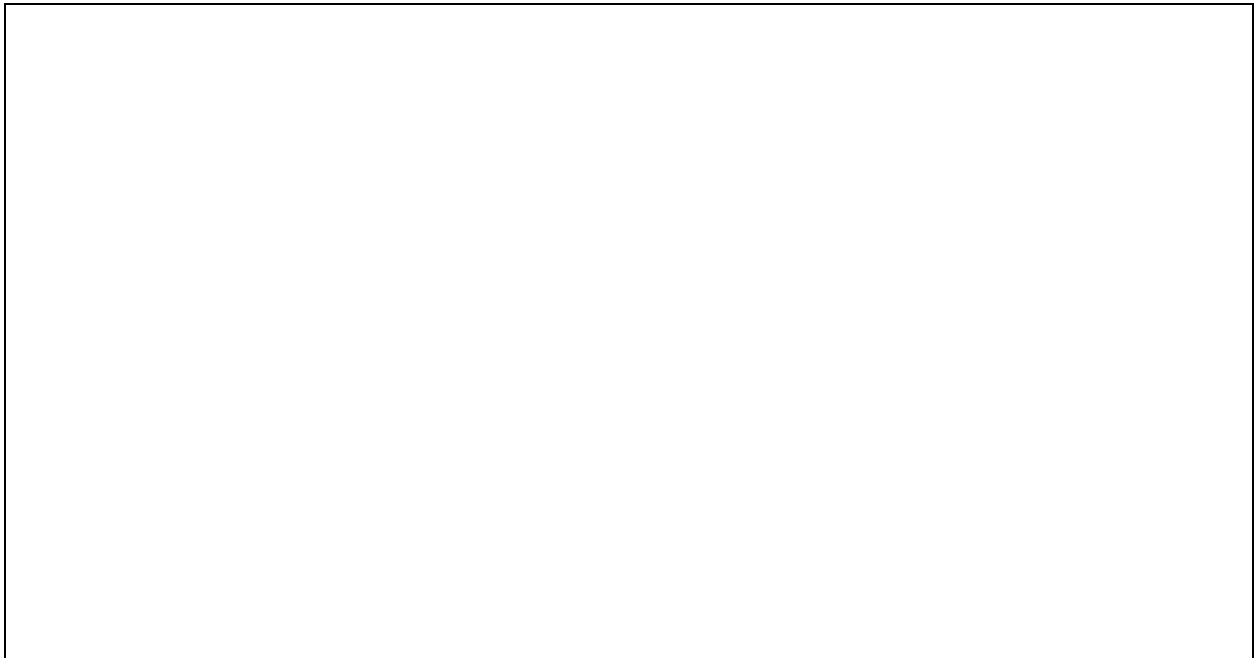
COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. What communities supported making Columbus Day a holiday in the United States?
2. What is Indigenous Peoples' Day?
3. Columbus landed in what is now the United States. (True / False)
4. All people see Columbus as a righteous, adventurous hero. (True / False)
5. What is at least one reason that people don't support Columbus Day?

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.



CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.



Unit 6.2: Columbus Day & Indigenous Peoples' Day Discussion

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What were the main ideas of the readings?
3. What did you find interesting in the readings?
4. Do you have any controversial holidays in your own country like Columbus Day?

CONTENT ACTIVITY: Look at the following questions and see if you can remember the information from the previous class. After trying to remember, refer to the readings.

1. What month is Columbus Day?
2. What does Columbus Day celebrate the anniversary of?
3. What happened in 1792 on the eastern seaboard of the United States?
4. How did Columbus's ethnic heritage help him become accepted in the early United States?
5. How were early Italian-American immigrants to the U.S. treated?
6. How was Columbus Day linked to supporting Catholicism in the United States?
7. What three negative things did Columbus bring to the New World, according to the author Dunbar-Ortiz?
8. Why is Indigenous Peoples' Day suggested as an alternative to Columbus Day?
9. What are some crimes attributed to Columbus?
10. Can you infer why some people wouldn't like the phrase, "Columbus discovered the New World?"

FACTUAL EXPLORATION: Play the Trivia Game about Colonization with a group of your classmates. One student in your group will ask the following questions, other students will try to guess. At the end of the game, the instructor will give you all of the answers.

1. Where did Columbus go on his voyage?

South America	North American	Central America
---------------	----------------	-----------------
2. Where did Columbus want to go on his voyage?

India	China	Japan	modern day Cuba
-------	-------	-------	-----------------
3. Which century did modern European colonialism begin?

1300s	1400s	1500s	1600s
-------	-------	-------	-------
4. Which European country was NOT a major colonial power?

England	Poland	Spain	France
---------	--------	-------	--------

5. What is one thing that drew Spain to Central and South America?
 spices oil opium gold/silver
6. What empire got so big people said, “The sun never sets on the _____ empire?”
 Spanish Dutch French British
7. After the Opium Wars, which empire received and colonized Hong Kong, leading to a different culture in Hong Kong than mainland China?
 Spain Italy French British
8. Which of the following foods did *not* exist in the Old World before the Age of Exploration?
 potatoes tomatoes tobacco corn
9. What is the name of the economic philosophy that encourages colonies selling raw material instead of produced/finished goods?
 liberalism capitalism free-trade mercantilism
10. Which two countries colonized the Philippines?
 Spain France Portugal The United States
11. Which Asian country decided to copy Western countries and create colonies of its own in order to protect itself from being colonized by the West?
 China Japan Korea Vietnam
12. Who was brought to help increase labor on plantations and colonies in the Americas?
 American Natives enslaved Africans European workers
13. After World War I, which country lost large numbers of colonies?
 France Japan England Germany
14. When did the world finally start decolonizing?
 After 1901 After World War I After 1929 After World War II

DISCUSSION: Look at the above trivia questions again after you have found the answer. Which information helps explain certain aspects of the contemporary world, showing how history affects the present?

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. Columbus Day is a great holiday, regardless of any negative things Columbus did.
| strongly disagree | disagree | neutral | agree | strongly agree |
2. There should be an Indigenous Peoples' Day to honor original inhabitants of colonized areas.
| strongly disagree | disagree | neutral | agree | strongly agree |
3. Columbus is a symbol. Symbols have no innate meaning, only the meaning people give them.
| strongly disagree | disagree | neutral | agree | strongly agree |
4. Children should only be taught good things about their country's history, never bad things.
| strongly disagree | disagree | neutral | agree | strongly agree |
5. People don't need heroes to be patriotic, they need shared values.
| strongly disagree | disagree | neutral | agree | strongly agree |
6. Saying Columbus discovered America is an insult to people who already lived there.
| strongly disagree | disagree | neutral | agree | strongly agree |
7. You can't understand the state of the modern world if you don't understand colonialism.
| strongly disagree | disagree | neutral | agree | strongly agree |
8. We shouldn't judge Columbus by our morals today, but the morals of his own time.
| strongly disagree | disagree | neutral | agree | strongly agree |

DISCUSSION QUESTIONS: Discuss the following questions with a partner or your group. Make sure to ask follow up questions.

1. Are you from a country that has colonized or been colonized before?
 - a. If so, do you know any legacy or effects from this period?
2. Why do you think Europe and Japan were major colonizers?
3. What was a driving motivation for colonization?
4. What are some long term impacts from colonization in North America?
5. What are some long term impacts from colonization in South America?
6. What are some long term impacts from colonization in Africa?
7. What are some long term impacts from colonization in Asia?
8. What are some long term impacts from colonization in Europe?
9. Is economic influence from international businesses a new form of colonialism?
10. Do you think colonialism increased racism, racism encouraged colonialism, or both?
11. If the West hadn't colonized the world, would other cultures have done so eventually?
12. What products wouldn't exist in your country if there were no international trade? How can this help explain the motivations for developing colonies?
13. Are there any benefits, even small, to colonized countries?

MINI PROJECT: Columbus Day was created when Irish-Catholics and Italian-Catholics got together to promote a shared heritage. Meanwhile, Columbus Day is not accepted by everyone, and Indigenous Peoples' Day is offered as a replacement or supplemental holiday.

With a partner, think of a controversial time in history. Try to think of a holiday that can bridge the gap between two groups. Look at the questions below, then make the holiday.

1. What is the controversial event in history?
2. Which groups were involved in it?
3. What is the goal of the holiday?
4. How is the relationship between those groups today?
5. What positive things do those groups have in common? Consider: language, culture, religion, politics, history, economics, and art/media.
6. Based on the above, what can both groups celebrate together?
7. What can this day be called?
8. How can both groups be represented and respected on this day?
9. What events will happen on this day?
10. What symbols, colors, etc. represent this day?

Example- Look at the example table below.

<p style="text-align: center;">Controversial event & groups</p> <p>Peoplestan vs. Gloryland War of 1977</p> <p>citizens and militaries of Peoplestan and Gloryland</p>	<p style="text-align: center;">Goals and name of day</p> <p>Peace and Unity Day</p> <p>for: honoring the dead and promoting peace</p>
<p style="text-align: center;">Current relationship</p> <p>Not friendly, but not bad, limited economic trade</p> <p>10% of each country's population is immigrants from the other country.</p>	<p style="text-align: center;">Common aspects</p> <p>Common food based on beans, rice, yogurts, and lamb</p> <p>both are mixed Muslim and Christian countries</p>
<p style="text-align: center;">What activities represent both groups?</p> <ul style="list-style-type: none"> ● Acknowledge past struggles ● Affirm commitment towards peace ● Say prayers for dead in both languages ● Share food, song, and dance ● Government sponsored exchanges of musicians and artists ● Scholarships given out to students 	<p style="text-align: center;">Symbols and colors</p> <ol style="list-style-type: none"> 1. gold and white colors represent peace and prosperity 2. doves (peace) 3. two stars (two countries)

Example- Read the example based on the example information above.

We have decided to create the holiday "Peace and Unity Day." Peace and Unity Day was created to honor the dead and build peace between the countries of Peoplestan and Gloryland, two countries that fought a violent war in 1977.

The relationship between the two countries is mixed. The countries are currently not at war, but they aren't highly friendly. They do share similarities in their cuisine. Both countries eat a lot of beans, rice, yogurt, and lamb-based dishes. They are also highly religious and both countries have a large number of Muslims and Christians. This could be a common point to build relationships between them.

In order to represent the two groups, both countries will create similar traditions on this day. People in the countries should acknowledge the past war as tragic for both sides. People should affirm their commitment to peace. Since they are both religious, Christian and Muslim prayers can be said. Food is an integral part to both cultures, so food should be shared. The government will give out scholarships to students who study history, and there should be an exchange of musicians and artists.

There will be symbols of peace and prosperity for this day. Gold will symbolize prosperity. White will symbolize peace. In addition, the global symbol of peace, the dove, will be the holiday's bird. Finally, two stars will represent the two countries.

We made this day to create friendship between two nations. It is our hope that this succeeds.

Your own holiday- Now make your own holiday based on the questions you answered.

Controversial event & groups	Goals and name of the day
Current relationship	Common aspects
What events can represent both groups?	Symbols and colors

Unit 6.3: Instructor Review & Rewriting

Instructor Review

Instructions: Look over the essays your instructor covers in the class.

- Take note of what you think is interesting and helpful.
- Take note of what you should avoid.
- Write examples of each to help you remember.

Peer Review

Instructions- After exchanging essays with your partner, read their essay three times.

- The first time you read, focus on the content.. If there is anything you don't understand, ask your partner.
- During the second reading answer the questions below.
- During the third reading you should check your partner's grammar.

Questions

Topic/Question	Answer
<ul style="list-style-type: none"> ● Introduction 	
<ul style="list-style-type: none"> ● Is there a hook in the introduction? What type of hook is it? 	
<ul style="list-style-type: none"> ● Is the introduction paragraph organized from big ideas to small ideas, chronologically, or another way? 	
<ul style="list-style-type: none"> ● Is the thesis/main idea clearly written in the introduction? <ul style="list-style-type: none"> ○ If yes, draw a box around it. ○ If not, ask the author to clarify or rewrite it. 	

<ul style="list-style-type: none">● Main Idea/Thesis	
<ul style="list-style-type: none">● Read the topic sentence of each paragraph.<ul style="list-style-type: none">○ Draw boxes around them, and then draw lines from them to the main idea/thesis.○ Are the topic sentences clearly written?○ Do they support the main idea of the essay?	
<ul style="list-style-type: none">● Body Paragraphs (Do for each body paragraph)	
<ul style="list-style-type: none">● Reread the topic sentence of each body paragraph.<ul style="list-style-type: none">○ What kind of topic sentence is it?● Read the supporting sentences of the paragraph.<ul style="list-style-type: none">○ Do all sentences match and support the topic sentence? If no, why not?● Does the paragraph have a concluding sentence?<ul style="list-style-type: none">○ If yes, what type of sentence is it?○ If not, why doesn't it have one?	

<ul style="list-style-type: none">● Concluding paragraph	
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<ul style="list-style-type: none">● Your teacher may ask you to look for other features, write them down here and look for them.	

WRITING ASSESSMENT: After rewriting, hand in your final draft with this sheet, your teacher will check it and give you feedback using the rubric below.

Item	Goals	Feedback
Planning /6	Mind-map and outline are properly made.	
Introduction /6	Essay uses one of the suggested hooks to catch reader's attention (question, suggestion, fact, personal experience, contradiction).	
	Introduction builds from broad to specific ideas, as in a funnel.	
	Thesis/main idea is near the end of the introduction, clearly stated, and easy to understand.	
Body Paragraphs /6	All topics are related to the thesis/main idea of the paper.	
	Topic sentence clearly introduces the main idea of the paragraphs.	
	All sentences in the paragraphs are on topic.	
	Paragraph includes a concluding sentence to summarize or transition to the next paragraph when appropriate.	
Conclusion /6	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content /6	Grammar and vocabulary is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	

Unit 6.4: Historic Writing

WARM-UP & REVIEW: Answer the following questions with a partner.

1. What were this week's articles about?
2. What were some of the controversies about Columbus Day?
3. What was the recommended alternative to Columbus Day?

SUPPLEMENTAL READING: Read the following reading, which expands on the history of Columbus's voyage.

"Columbus sailed the ocean blue in fourteen hundred and ninety-two." This short rhyme has long been taught to children to help them remember the history of Columbus's voyage. In the United States, Columbus Day is celebrated in October every year, and he is seen as a hero by many. However, the holiday is not without controversy.

How did it come to this point? In the 1400s, Europeans were looking for a new route to India in order to improve trade. Columbus believed he could sail across the Atlantic Ocean, getting there faster than traditional routes. He convinced the Spanish government to support him, and his voyage was funded by the Spanish crown. He departed in 1492 and sailed across the Atlantic, arriving in what is now the Caribbean. This is why Columbus is often credited with discovering the Americas.

There is just one problem with this story. There were already people living there when he arrived. Thinking he discovered them is a very Eurocentric view. Additionally, there were many problems reported with his trip. There are documented claims that while he was there that he and his men were engaging in kidnapping, looting, and violence against natives. After several trips, he had been accused of so many crimes that he was arrested and brought back to Spain.

This is why Indigenous Peoples' Day has been recommended as a replacement. Columbus isn't seen as a hero or discoverer by everyone. Instead, he is seen as a violent and flawed man, quite different from the man that many people are taught about. Finally, the United States is supposed to be a land of many cultures. An Indigenous Peoples' Day would help promote diversity by honoring the land's original inhabitants. This is why Columbus Day has been replaced in some places in America.

Columbus Day can be controversial. Some people claim the man had never been a hero, while others celebrate him. Some people want to promote native cultures, while others defend Columbus Day. Given this stark disagreement, it will be difficult to appease everyone.

Based on:

Flint, V. I.J. (2021, May 16). *Christopher Columbus*. Encyclopedia Britannica.
<https://www.britannica.com/biography/Christopher-Columbus>

TARGET LANGUAGE EXAMPLES: Look at the following sentences. Are these sentences past perfect, past continuous, or passive sentences?

- After several trips, he had been accused of so many crimes that he was arrested.
- Europeans were looking for a new route to India in order to improve trade.
- In the United States, Columbus Day is celebrated in October every year, and he is seen as a hero by many.

past perfect	
past continuous	
passive	

TARGET LANGUAGE SEARCH: In the reading, search for more examples of the grammar, and write them in the table above.

QUESTIONS AND EXPLORATION: Answer the following questions with a partner, in your own words. Listen to the teacher for guidance.

1. Which grammar feature is about an ongoing time in the past?	
2. Which grammar feature is about a past time before a past event?	
3 In which grammar is the subject of the sentence not active?	
4. What is the pattern for past perfect?	
5. What is the pattern for the past continuous?	
6. What is the pattern for passive sentences?	
7. Can passive sentences be past tense?	
8. Why does historical writing use lots of passive sentences?	

9. Can you make a present or past perfect sentence passive?	
10. Can you make a present or past continuous sentence also passive?	
Bonus Question: What are the passive forms for perfect and continuous tenses?	
Additional Notes	

VISUAL AID: Draw a visual aid for the grammar structures by comparing them to other grammar structures.

- Past continuous vs. present continuous perfect vs. simple past.

PAST PERFECT VS. PRESENT PERFECT VS. SIMPLE PAST

PAST CONTINUOUS VS. PRESENT CONTINUOUS VS. SIMPLE PAST

PRACTICE: Look at the following examples and repeat them. Identify each type of sentence.

1. I had never tried yakisoba before I was a university student.
2. Had you ever dated before you started university?
3. The thieves had already escaped when we arrived home.
4. They were eating when we arrived.
5. The fire was raging when the fire fighters arrived.
6. The pipe was leaking for 3 days before we noticed it.
7. The package was damaged while shipping.
8. This pie was cooked by my grandmother.
9. The candy had been being made for 200 years when the company went bankrupt.
10. This is why Columbus Day has been replaced in some places.

FINISH THE SENTENCES- Look at the following incomplete sentences and complete them. Share your ideas with a partner.

1. I had never _____, until I _____.
2. Had you ever _____ before _____?
3. They had already _____ when _____.
4. They were _____ when _____.
5. The student was _____.
6. _____ when we noticed it.
7. The people were _____.
8. This _____ was _____ by _____.

ESSAY OPTIONS: Write down the essay options the teacher assigns you below and choose one to write an essay about. Map out your ideas on this page.

Essay option #1:

Essay option #2:

MIND MAP

Unit 7.1: Immigration Reading

WARM-UP QUESTIONS: Discuss the following questions with a partner.

1. Have you ever lived in another country?
 - a. If so, why did you live there?
2. Are you friends with any immigrants?
3. Do you know the difference between an immigrant and a migrant worker?
4. What do immigrants/migrant workers in your area often do for work?
5. Have you watched the Korean Netflix series *Squid Game*?
 - a. If so, do you know the character Ali Abdul? What is his motivation in the show?

READING: Read about the character of Ali Abdul from *Squid Game*, and how his life reflects the experience of some migrants in South Korea.

Venkatraman, S. (2021, October 9). *How Ali from 'squid game' is making migrant worker exploitation in Korea more visible*. NBCNews. Retrieved October 16, 2021, from <https://www.nbcnews.com/news/asian-america/ali-squid-game-making-migrant-worker-exploitation-korea-visible-rcna2773>

MIGRANT PRO/CON LIST: Look at the following pros/cons of immigration that some people might believe. Circle the ones you think are true. Underline the ones that you think are half-true. Crossout the ones you think are false. Share your answers with your partner.

decreases costs of goods and services	lowers wages of local workers
creates new businesses and new jobs	takes locals jobs
adds new ideas to local culture	weakens local culture
migrants can be highly educated	migrants are often less educated than locals
less likely to commit crime than locals	more likely to commit crime than locals
improves migrants quality of life	migrants are taken advantage of
migrants create join new community	migrants remain loyal to their home country
brings new ideas	lowers educational standards

READING: Read an article from the Economist, a liberal newspaper, on why they support immigration.

The Economist Newspaper. (2017, March 18). *The progressive case for immigration*. Retrieved October 16, 2021, from <https://www.economist.com/finance-and-economics/2017/03/18/the-progressive-case-for-immigration>

NEW GRAMMAR/VOCABULARY: Write down any new words, grammar, or phrases that you encounter while reading.

SUMMARY: Write a brief 5-10 sentence summary of the readings.

COMPREHENSION QUESTIONS: Answer the following questions. If a true/false question is false, state what the truth is.

1. In the *Squid Game* article, what is Ali's reason for entering the games?
2. What is Ali's personality in the show?
3. What are the situations of blue collar "Industrial trainees"? Give two examples.
4. Does The Economist strongly support the idea that wages decrease due to immigrants?
5. What is the "Steve Jobs" case for immigration in The Economist article?
6. The Economist agrees with the first article that immigrants are underpaid. (True / False)

CLASS READING ACTIVITY (LANGUAGE): The class will go through the readings together. Write down any vocabulary or grammar points you misunderstood or guessed incorrectly as well as the correct answer.

CLASS READING ACTIVITY (CONTENT): The class will go through the readings together. Write down any content questions as you go that you would like the instructor or another student to answer. Share these when you are done and see if you can find answers.

Unit 7.2: Immigration Discussion

REVIEW QUESTIONS: Discuss the following questions about your recent reading with a partner:

1. What did we talk about in the previous class?
2. What was the main idea of the reading about the TV show?
3. What was the main idea in the Economist reading?
4. What did you find interesting in the readings?

CONTENT ACTIVITY: Look at the following questions and see if you can remember the information from the previous class.

1. In the article about the Netflix series, how does Ali reflect migrant workers, both in Korea and outside it?
2. What are three benefits to host countries from migrants, according to The Economist?
3. Does The Economist think most economists support or oppose immigration?
4. According to The Economist, why can immigrants earn more in wealthier countries?
5. According to The Economist, can all countries industrialize their way to wealth the same way? Why or why not?
6. Why doesn't The Economist think that immigrant culture is dangerous to host countries?

FACTUAL EXPLORATION: Choose a country. Find the information in the table below about your own country, and the country you have chosen. Compare and contrast that information with a partner. You can use any resource available.

My home country:	Country I chose:
Total population:	Total population:
Per capita GDP (PPP):	Per capita GDP (PPP):
Number of immigrants:	Number of immigrants:
Percent of population foreign born:	Percent of population foreign born:

Main nationalities of foreign migrants:	Main nationalities of foreign migrants:
Main jobs that migrants do:	Main jobs that migrants do:

COMPARISON QUESTIONS: With your partner, look at the above information and then answer the following question.

1. Which country has a higher percent of its population as migrants?
2. Where do most of the migrants come from?
3. Why do you think that is so?
 - a. Is it because of geographic reasons?
 - b. Is it because of cultural reasons?
 - c. Is it because of historic reasons?
 - d. Is it because of economic reasons?
 - e. Is it because of the host country's international image?
4. What jobs do migrants mainly do? Why do you think that?
5. How does the host country's GDP compare to the migrant countries' GDP?
6. Are there any noticeable differences between your country and the country you chose?

PARTNER SWAP QUESTIONS: Change teams and compare the countries you've researched. Ask the following questions below to your new partners.

1. Which country did you choose?
2. Where do most of your country's migrants come from?
3. Why do you think that is so?
 - a. Is it because of geographic reasons?
 - b. Is it because of cultural reasons?
 - c. Is it because of historic reasons?
 - d. Is it because of economic reasons?
 - e. Is it because of the host country's international image?
4. Are there any noticeable differences between the countries we have chosen?
 - a. Which country has the highest number of migrants? Why?
 - b. Which country has the highest percent of its population as migrants? Why?

AGREE/DISAGREE: Rank how much you agree or disagree with the following statements, discuss your answer with your partner(s).

1. I would live in another country if I could.

| strongly disagree | disagree | neutral | agree | strongly agree |

2. Immigrants should have to become fully fluent in the language of the country they move to.

| strongly disagree | disagree | neutral | agree | strongly agree |

3. If I had an immigrant friend, I would treat them exactly the same as any other friend.

| strongly disagree | disagree | neutral | agree | strongly agree |

4. If I had an immigrant friend, I think it would feel novel and cool.

| strongly disagree | disagree | neutral | agree | strongly agree |

5. Immigrant's adventurous attitudes mean they are creative and probably more likely to start their own businesses than native born citizens.

| strongly disagree | disagree | neutral | agree | strongly agree |

6. Immigrants should have the right to vote on local matters, even if they are not citizens.

| strongly disagree | disagree | neutral | agree | strongly agree |

7. My country is mostly "immigrant friendly."

| strongly disagree | disagree | neutral | agree | strongly agree |

8. Diversity from immigrants isn't to be cherished or feared. It is just neutral.

| strongly disagree | disagree | neutral | agree | strongly agree |

MINI PROJECT: Compile your own list of pros and cons about immigrants, and add them to the examples from the The Economist article. Focus on industries in your countries that employ a lot of migrant workers.

The Economist article (Pro)	Con The Economist article (Con)
My own pros	My own cons
Labor shortages in my country	

MINI PROJECT QUESTIONS: Come up with an immigration policy based on the pros, cons, and areas of labor shortages above, as well as your own ideas.

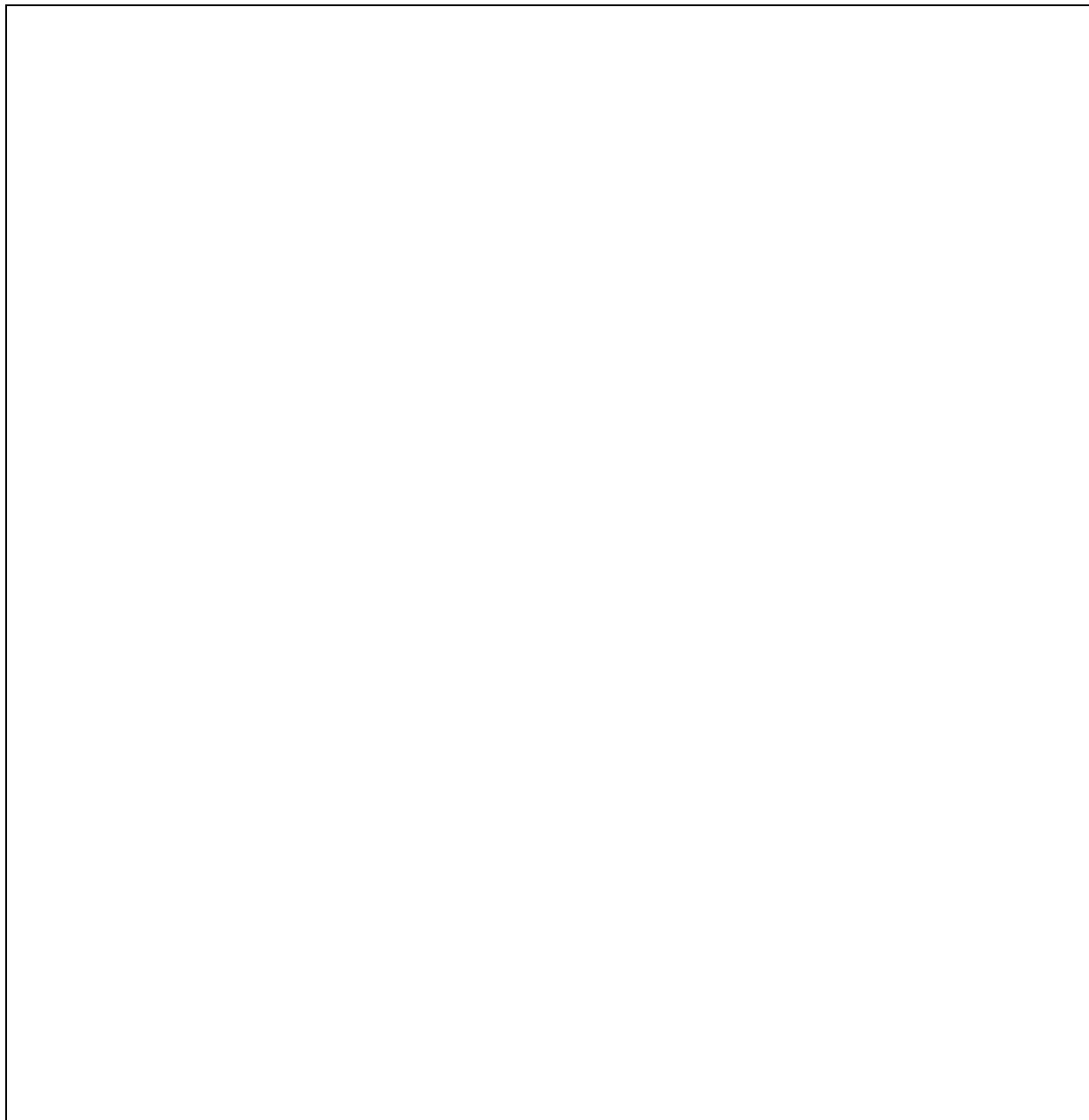
1. Should immigration be expanded, reduced, or kept the same in your country?
2. Should immigrants from a certain country be preferred? Why or why not?
3. Should a specific age of immigrants be preferred? Why or why not?
4. Should immigrants be allowed to vote at the local level?
5. Should immigrants be allowed to vote at the national level?
6. Do any specific jobs have labor shortages that would benefit from immigration?
7. Should laws protect immigrant workers the same as citizens? If not, what exceptions should be made?
8. Should wages be lower for immigrants from poor countries, who are used to getting paid less?
9. Should the government pay for translation and legal services for immigrants?
10. Should there be inspections of factories and other job sites where immigrants work to ensure they are safe and good for the immigrants?
11. Should there be inspections of factories and other job sites where immigrants work to try and catch immigrants without visas?
12. What should happen to immigrants who are in the country illegally?

Unit 7.3: Instructor Review & Rewriting

Instructor Review

Instructions: Look over the essays your instructor covers in the class.

- Take note of what you think is interesting and helpful.
- Take note of what you should avoid.
- Write examples of each to help you remember.

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Peer Review

Instructions- After exchanging essays with your partner, read their essay three times.

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WRITING ASSESSMENT: After rewriting, hand in your final draft with this sheet, your teacher will check it and give you feedback using the rubric below.

Item	Goals	Feedback
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Introduction /6	Essay uses one of the suggested hooks to catch reader's attention (question, suggestion, fact, personal experience, contradiction).	
	Introduction builds from broad to specific ideas, as in a funnel.	
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	Topic sentence clearly introduces the main idea of the paragraphs.	
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Conclusion /6	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content /6	Grammar and vocabulary is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	

Unit 7.4: Persuasive Writing

WARM-UP & REVIEW- Answer the following questions with a partner.

1. What are The Economist's views on immigration?
2. Do you know or can you guess what the following 3 words mean?
 - a. logos -
 - b. pathos -
 - c. ethos -
3. How can the above be used to persuade someone to do or believe something?
4. Can you give any examples of using logic, emotion, or ethics to support an argument?

ORGANIZATION AND STYLE- The Economist article argues in favor of immigration. Look at the questions below and determine the strategies they use to promote their argument.

1. What is the opening to the article?	
2. Does the article agree with the statement in its own opening?	
3. What is the thesis or main idea at the end of the first paragraph?	
4. In paragraph two, is there an appeal to emotion or logic?	
5. What does the phrase "lacks punch" mean in terms of logos, pathos, or ethos?	
6. In paragraphs two and three, how are contradictions used to support the pro-immigrant case?	

7. In paragraph 5, why does the author call the figures “eye-popping” rather than letting the reader decide for themselves?	
8. There are not many transitions in the article. How might that be good?	
9. How does the author deal with alternative opinions other than theirs?	
10. Does the author use contractions? When?	
11. What trait or traits (logos, pathos, ethos) does the author end the article with?	
12. Look at the main idea/thesis of the article again, which modal verb is used?	

OBLIGATION: Consider the words below and answer the questions.

have to must should must not ought to
<ol style="list-style-type: none"> 1. Which ones are used for obligations? 2. Which ones are used for recommendations? 3. When used in a present tense sentence, are they followed with an infinitive verb? 4. What are their past tense forms?
<p>The main idea or thesis of a persuasive essay doesn't need a modal verb, but it is one strategy. Write five things you believe below, using the 5 modal verbs above.</p>

OTHER WAYS: Look at the ways you've advanced the ideas above using modals. How can you promote the same idea *without* using modals?

--

LOGOS, PATHOS, ETHOS: The author utilizes all 3: logic, emotion, and ethics. Find an example of each.

Logos	
Pathos	
Ethos	

ORGANIZATION: Not all evidence is of the same quality. Look at the following possible orders of presenting evidence, and consider the pros / cons of organizing your essay in that order.

weakest -> medium -> strongest	
strongest -> medium -> weakest	
strongest -> weakest -> medium	
medium -> weakest -> strongest	

ESSAY OPTIONS- Write down the essay options the teacher assigns you below and choose one to write an essay about. Map out your ideas on this page.

Essay option #1:

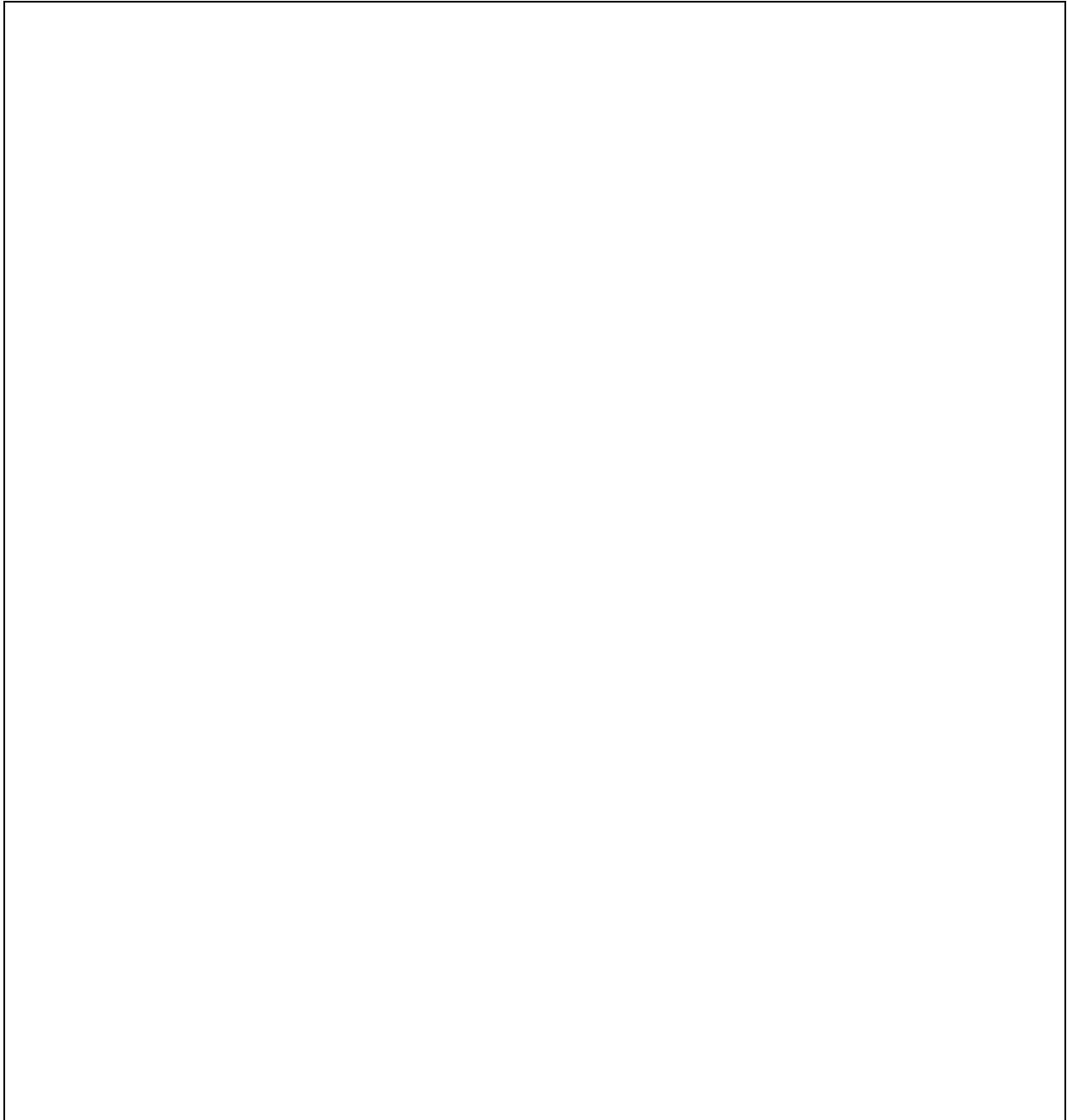
Essay option #2:

MIND MAP

Unit 8.1: Instructor Review & Rewriting

Instructions: Look over the essays your instructor covers in the class.

- Take note of what you think is interesting and helpful.
- Take note of what you should avoid.
- Write examples of each to help you remember.

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Peer Review

Instructions: After exchanging essays with your partner, read their essay three times.

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Conclusion /6	Summarizes the main idea of the paper.	
	Does not introduce new information.	
	Adds a final thought or closes the paper,	
Language & Content /6	Grammar and vocabulary is comprehensible.	
	All paragraphs are of sufficient length.	
	Essay is at least five paragraphs long.	

Unit 8.2 & 8.3: Gallery Presentation Day (Presenter)

NOTE: Before coming to class today, please have 3-4 copies of each of the essays you've written available to share.

PRESENTATION: Look at the essays you have written during this class. Write the topics below.

- 1.
- 2.
- 3.
- 4.
- 5.

MIND MAP OR OUTLINE: Choose at least three of the essays you have written. Make copies of the essays as well as the mindmaps so that your classmates can look at them. When you present your essays, you can use your mind-maps to summarize the information quickly, or read the essays in full. When presenting, consider the following questions.

Consider the following

1. What were the main ideas of your essays?
 - a. The main idea of this essay is...
2. What is the supporting evidence for your main ideas?
 - a. The main supporting evidence is...
3. What content did you discover from writing an essay?
 - a. What I discovered was...
4. What writing ideas did you discover from writing an essay?
 - a. From writing these essays, I learned...
5. What mistakes did you make? How would you avoid that in the future?
 - a. My biggest mistake was... In the future I think I should...
6. What challenged you?
 - a. What challenged me was...
7. Do you have any tips for your classmates?
 - a. I would recommend...

SELF-REFLECTION: After finishing your gallery presentation, decide how much you have learned during this course. Rate how much you agree with the following statements on a scale of one (very low) to five (very high).

CATEGORY	SCORE
1. I can brainstorm ideas.	
2. I can organize my ideas.	
3. I can utilize the readings and examples to help organize my writing.	
4. I can utilize the readings to help with the content of my writing.	
5. I can write an introduction with a hook, funnel, and thesis.	
6. I can connect my topic sentences to my main idea/thesis in the introduction paragraph.	
7. I can keep my paragraphs on topic and connected to their own topic sentences.	
8. I can write a concluding paragraph.	
9. I can use correct capitalization and punctuation.	
10. I can ask others for help, including the teacher and fellow 11. classmates.	
11. I can edit and revise my paper.	
12. I can listen to and learn from peer reviews.	
13. I understand what plagiarism is, and know how to avoid it.	

Gallery Presentation Day (Viewer)

DISCUSSION QUESTIONS - When you visit another student's table, ask them about their writing. Below are some recommendations, but you can ask any questions you want.

Writing questions

1. Why did you choose this idea/thesis?
2. What was your favorite essay to write about?
3. What was your least favorite essay to write about?
4. Which essay do you think was the most helpful to learn writing, why?
5. Which essay do you think was the least helpful to learn writing, why?
6. What grammar or vocabulary did you struggle with?
7. What writing or planning strategies will you use in future writings?
8. What essay were you most proud of?
9. How has your writing changed since week one?
10. Which part of writing do you still struggle with?
11. Do you have any suggestions for other writings on strategies to use?
12. Did you try to mix-up your writing style and try new things, or did you stick to styles you were comfortable with? For example, did you use questions as a hook most of the time, or did you vary your hooks?

Content questions

1. Which content areas were interesting to you?
2. Which content areas were boring to you?
3. Did you learn anything interesting about content?
4. After writing about this topic, did you change your mind about anything?

GALLERY REFLECTION: Consider what essays and presentations you looked at. Choose 3, and write down what stood out to you.

EXAMPLE: *Minhyeon's essay about trade was interesting to me. He mentioned that if we didn't have trade, the cost of living would be much more expensive.*

I was impressed with Susana's essay on immigration. She said she had immigrated when she was young, and she felt invisible. I never considered that immigrants struggle to join a society.

Sofia used a different hook for each essay type. She really tried to practice with a lot of different ideas!

Unit 8.4: Final Assessment of Current Events

NAME: _____ DATE: _____

STUDENT NUMBER: _____ CLASS SECTION: _____

PART I POLITICAL IDEOLOGIES: Choose the word or words that best fits in the box that best describes the ideology. Only use one (1) in each box.

environmentalism	individualism and capitalism
cautious about change	traditional religious values plus left-wing economics
secular & pro-labor	pro-market, but-left wing in other ways
pro-market with traditional social and religious values	

Ideology	Beliefs
Left-wing	
Right-wing	
Christian Democracy	
Conservatism	
Green	
Liberalism	
Social Democracy	

PART II ENERGY: Look at the following types of energy and fill out the table using the words and phrases in the box. You must put at least one word/phrase next to each sub-category.

requires a large space	requires a small space	low carbon/pollution	
high carbon/pollution	about 5%	about 80%	about 15%
biofuels	coal	hydroelectric	natural gas
oil	solar	wind	not politically popular
reliable	intermittent	security issues	developed infrastructure

Fossil Fuels	<p>Examples:</p> <p>Pros:</p> <p>Cons:</p> <p>Percent of World Energy:</p>
Renewables	<p>Examples:</p> <p>Pros:</p> <p>Cons:</p> <p>Percent of World Energy:</p>
Nuclear	<p>Pros:</p> <p>Cons:</p> <p>Percent of World Energy:</p>

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SUPPLEMENTAL

Transitions

ORDERING	
The first reason... The main reason... The second reason... The last reason...	<ul style="list-style-type: none"> ● The first reason to do home brewing is that it can be a social event. ● The main reason to brew your own alcoholic drinks is that you can control the flavor. ● The second reason to brew your own drinks is cost savings. ● The last reason is that it is simply fun.
Prior to this... Before this... After this... Following that...	<ul style="list-style-type: none"> ● Prior to this, the man had several convictions. ● Before this, the police had arrested him several times. ● After this, the man went jogging. ● Following that, they set up a meeting place.
Finally, In the end,	<ul style="list-style-type: none"> ● Finally, we must consider the consequences. ● In the end, the good guys always win.

SUPPORTING PRIOR INFORMATION	
Further evidence says...	<ul style="list-style-type: none"> ● Further evidence says immigrants are more likely to open new businesses.
It is certain that...	<ul style="list-style-type: none"> ● It is certain that this is true. ● It is certain that the new phone will be a popular sale.
It is probable that...	<ul style="list-style-type: none"> ● It is probable that this is true. ● It is probable that the new phone will be a popular sale.
This is explained by...	<ul style="list-style-type: none"> ● The fact that South America and Africa fit together is explained by tectonic plates.

ADDING NEW INFORMATION	
In addition (to this/that)	<ul style="list-style-type: none"> ● In addition to the high price of gas, food prices increased by 5% this year ● He had graduated at the top of his class. In addition, he was a star sports player and very popular.
Additionally, Furthermore, Moreover, On top of that,	<ul style="list-style-type: none"> ● Additionally, the meat is salted and cured. ● Furthermore, he also lied about his payments to the mafia. ● Moreover, the movie sold 25% more than expectations. ● On top of that, he also cooked a great pie as a dessert.
Not only _____, but also...	<ul style="list-style-type: none"> ● Not only was he handsome, but also very kind and smart. ● Not only was it ugly, but it was also old and inefficient.
At the same time...	<ul style="list-style-type: none"> ● At the same time she was working at the store, she was also doing classes. ● At the same time, she was doing night classes.

EXAMPLES	
One/An example	<ul style="list-style-type: none"> ● One example of this was when Dr. Espinosa created the vaccine. ● An example of the benefits of vitamin C is the prevention of scurvy.
To give an example,	<ul style="list-style-type: none"> ● To give an example, Vitamin C prevents scurvy. ● To give an example, social media exploded with fake news about the election.
For example,	<ul style="list-style-type: none"> ● For example, pet owners have been shown to experience less stress than those who don't own pets. ● For example, Dr. Espinosa created the vaccine.
To cite an example,	<ul style="list-style-type: none"> ● To cite an example, Vitamin C prevents scurvy. ● To cite an example, Renaissance sailors who didn't bring citrus fruits with them developed scurvy.
You can see	<ul style="list-style-type: none"> ● You can see how people lost weight after eating less calories. ● You can see that people of all ages love the movie.
This was on display when	<ul style="list-style-type: none"> ● This was on display when the government destroyed documents to hide the evidence. ● This was on clear display when people marched through the streets chanting for a new election.
This is illustrated by...	<ul style="list-style-type: none"> ● This is illustrated by the high rates of disease among those that lived near Chernobyl.

COMPARE	
Both A and B...	<ul style="list-style-type: none"> Both Lily and Bianca decided to follow the plan.
Like A, B...	<ul style="list-style-type: none"> Like Bianca, Lily decided to follow the plan.
Similarly	<ul style="list-style-type: none"> Similarly, the Luthor Corp decided that Super Tech was correct and started making phones as well.
Likewise	<ul style="list-style-type: none"> Likewise, Bill Jobs wanted to create an operating system that could enter the booming tech sector.
In comparison	<ul style="list-style-type: none"> In comparison, mead is made with honey and is sweeter.
Neither A nor B	<ul style="list-style-type: none"> Neither the principal nor the vice principal knew that the student had a problem.
As... as...	<ul style="list-style-type: none"> As dangerous as this is, I still want to do it!

CONTRAST	
Despite the...	<ul style="list-style-type: none"> Despite the high cost of oil, people continue to use heating in the winter.
Despite that,	<ul style="list-style-type: none"> Despite that, people continued to protest.
However,	<ul style="list-style-type: none"> However, the TV store on the edge of town is doing really well.
On the other hand,	<ul style="list-style-type: none"> On the other hand, the opposition says the economy is horrible.
...might be the case... but...	<ul style="list-style-type: none"> That might be the case, but Harvey claims the opposite.
While	<ul style="list-style-type: none"> While the father claimed he was the best chef, most of his children disagreed.
In contrast...	<ul style="list-style-type: none"> In contrast to those who don't smoke, smokers have a 15-20% chance of getting lung cancer.
Unlike...	<ul style="list-style-type: none"> Unlike dogs, cats don't have to go outside.
Although..	<ul style="list-style-type: none"> Although he claimed to be honest, he was caught stealing.
Rather than...	<ul style="list-style-type: none"> Rather than wheat, corn, or potatoes, mead is made with honey.

COMPARE / CONTRAST	
While X is ..., Y is...	<ul style="list-style-type: none"> ● While rattlesnakes are dangerous, garter snakes are not.
Although X is... Y is... Even though X, Y...	<ul style="list-style-type: none"> ● Although it is called the Liberal Democratic Party, it is actually quite conservative. ● Even though it is called the Liberal Democratic Party, it supports quite conservative policies.
X is ... but/while Y is...	<ul style="list-style-type: none"> ● South Korea is a liberal democracy, but North Korea is a totalitarian state. ● South Korea is a liberal democracy, while North Korea is a totalitarian state.
Compared to X, Y...	<ul style="list-style-type: none"> ● Compared to coal, solar power produces much less pollution.
(not) as... as...	<ul style="list-style-type: none"> ● The new car is (not) as popular as the previous model.
X and Y are both... Both X and Y are...	<ul style="list-style-type: none"> ● Salmon and tuna are both fatty fish. ● Both salmon and tuna are fatty fish.
Neither X nor Y are...	<ul style="list-style-type: none"> ● Neither oil nor coal can be considered clean energy.
Not only X, but also Y...	<ul style="list-style-type: none"> ● Not only Marco, but also Yi decided to support the industry. ● Not only economists, but also businesses often support open trade.

COMPARATIVES	
Compared to X, Y is...	<ul style="list-style-type: none"> ● Compared to copper, steel is stronger. ● Compared to solar and wind, nuclear power requires much less land.
Y is ... than X	<ul style="list-style-type: none"> ● Steel is stronger than copper. ● Dr. Jason believes microloans are less useful than infrastructure at reducing poverty. However, he believes they are better than nothing.

COMPARATIVES AND SUPERLATIVES

COMPARATIVES	
One or two syllables	Two or three syllables
smaller	more/less nervous
easier (-y ending base word)	more/less interesting
harder	more/less difficult
taller	more/less annoying
cheaper	more/less conservative/liberal

SUPERLATIVES	
One or two syllables	Two or three syllables
smallest	most/least extreme
biggest	most/least difficult
hardest	most/least attractive
spiciest (-y ending base word)	most/least dangerous
silliest (-y ending base word)	most/least popular

IRREGULAR		
bad	worse	worst
far	farther	furthest
good	better	best
little	less	least
many, much	more	most
old	older/eldest	oldest/eldest

Cause and Effect

Because X, Y is ...	<ul style="list-style-type: none"> ● Because it was late, I fell asleep. ● I fell asleep because it was late.
Since X is ..., Y...	<ul style="list-style-type: none"> ● Since the treaty was signed, tourism has increased 80%. ● Tourism has increased 80% since the treaty was signed.
Due to X, Y ... As a result of X, Y...	<ul style="list-style-type: none"> ● Due to his recklessness, he crashed his car. ● His recklessness caused the car crash. ● As a result of his recklessness, he crashed his car. ● He crashed his car as a result of his recklessness.
The cause of	<ul style="list-style-type: none"> ● The cause of the damage was the earthquake.
...was caused by...	<ul style="list-style-type: none"> ● The damage was caused by the earthquake.
...caused...	<ul style="list-style-type: none"> ● The earthquake caused the damage.
...so...	<ul style="list-style-type: none"> ● His enthusiasm was highly addictive, so everyone around him was always feeling positive.
As a result of ...	<ul style="list-style-type: none"> ● As a result of the radiation overload, Spock died. ● Spock died as a result of the radiation overload.
If X, then Y. Y if X.	<ul style="list-style-type: none"> ● If protocols are ignored, then people will be injured. ● Many people will be injured if protocols are ignored.
When/While X, then Y	<ul style="list-style-type: none"> ● When the taxes were increased, it reduced consumption of cigarettes. ● While the taxes were increased, cigarette consumption decreased.