



**SYLLABUS – Grade 10**  
**國立政治大學附屬高級中學教學進度與計畫表**  
**108 學年第 1 學期**

適用班級	101 and 102	上課教材 Materials	References: A Poetry Handbook Collection of Short Stories Teacher-made handout and Students' sample work Laptop and projector			
上課節數 Number of classes	2	上課地點 Location	分組教室四			
任課教師 Teacher	Dr. Abel Cadias	課程名稱 Course Title	Integrated English			
教學目標 Objectives	This integrated language skills learning course focuses primarily on selected fiction and non-fiction texts with introductions to thematic and topic-based reading and writing. Students will read a variety of short stories, poems, essays, news articles, and academic research reports. They will write scripts, poems, essays, literary analysis, news articles, and feature stories to demonstrate effective writing strategies and styles. Speaking and listening activities are designed to provide simulated and real-life opportunities to students in expressing their thoughts by means of participating in purposeful speaking engagements.					
評量方式 Assessment Method	● Assignments ● Projects ● Quarterly Performance Test		成績計算 方式 Calculation Method	● Assignments - 30% ● Projects - 40% ● Quarterly Performance Test - 30%		
上課須知 Class Rules	● Always speak English in the classroom ● Participate in class activities ● Complete assigned tasks promptly ● No plagiarism and cheating; any submitted plagiarized work gets an automatic F grade ● Show respect to each other; absolutely no bullying and no profanity ● Four accumulated tardiness is equivalent to one absence ● Always ask the teacher for assistance ● Negotiate and agree on any project submission dates					
授課大綱		預定教學進度		預定 作業 Home work	備註	議題
週次	日 期	章 節（課） Chapter	教學內容 Content			
1	8/26~8/30	1 Intro to Poetry	Introductions	-	8/30 開學	
2	9/2~9/6	1 Intro to Poetry	The language of poetry	TBA	9/2 高二期初複習考	
3	9/9~9/13	1 Intro to Poetry	The language of poetry	TBA	9/13 中秋節放假	
4	9/16~9/20	1 Intro to Poetry	Types of poetry	TBA		
5	9/23~9/27	1 Intro to Poetry	Types of poetry	TBA		
6	9/30~10/5	1 Intro to Poetry	Poem analysis	TBA	10/5 調整上班上課	
7	10/7~10/11	10/7-10/8 第一次定期評量			10/10~10/13 國慶日連假	



8	10/14~10/18	1 Intro to Poetry	Poem analysis	TBA		
9	10/21~10/25	1 Intro to Poetry	Poem construction	TBA		
10	10/28~11/2	1 Intro to Poetry	Poem construction and presentation	TBA	11/2 校慶	
11	11/4~11/8	2 Short Story	Elements of a short story	TBA	11/4 校慶補假	
12	11/11~11/15	2 Short Story	Elements of a short story	TBA		
13	11/18~11/22	2 Short Story	Plot line	TBA		
14	11/25~11/29	11/27-11/28 第 2 次定期評量(國高一二)				
15	12/2~12/6	2 Short Story	Plot line analysis	TBA	12/2~4 高中部作業抽查 12/5~6 國中作業抽查	
16	12/9~12/13	2 Short Story	Short story reading	TBA	12/12-13 生活體驗營(國高一)	
17	12/16~12/21	2 Short Story	Short story analysis	TBA	12/21 調整上班上課	
18	12/23~12/27	1/3 藝能科期末評量				
19	12/30~1/4	2 Short Story	Short story interpretation	TBA	1/1 開國紀念日放假、 1/4 調整上班上課	
20	1/6~1/10	2 Short Story	Short story interpretation and presentation	TBA		
21	1/13~1/16	1/14-1/15 第 3 次定期評量(國高一二)			1/16 休業式	

註:請老師檢視各週次教學內容, 有與生命、生涯、性別議題相關, 請於議題欄內註記, 謝謝。

**LESSON PLANS GRADE 10**

<b>Subject Area:</b> English 10	<b>Grade Level:</b> 10	<b>Semester 1:</b> Introduction to Poetry September 2019 – January 2020
------------------------------------	---------------------------	---

<b>Essential Question:</b> How does understanding the language of poetry help you with your communication skills?	<b>Essential Understanding:</b> The language of poetry helps in expressing your feelings, thoughts and ideas in a literary way as you learn how to use the different types of figurative language in writing your poems.	<b>Learning Outcomes:</b> <b>Reading:</b> Read some examples of contemporary poems, short stories and excerpts from novels. <b>(9)</b>  <b>Writing:</b> Write a well-developed literary analysis of the literary devices in one of the reading materials observing proper sentence construction, punctuations, and topic development. <b>(10)</b>  <b>Speaking and Listening:</b> Report on a given topic by using proper words and expression, gestures and voice. <b>(15)</b>
--	---	--

<b>Knowledge:</b> <ol style="list-style-type: none"><li>1. Determine how the language of literature is different from the language of academics</li><li>2. Identify the different types of figures of speech, rhyme schemes, and structured poems used in writing poems</li><li>3. Differentiate the structure of a literary work from an academic text.</li></ol>	<b>Integrated Skills:</b> <ol style="list-style-type: none"><li>1. Poem reading and writing</li><li>2. Create poems with original pictures and creative fonts</li></ol>	<b>Language Focus:</b> Description Classification Principle Expressive
--	---	--



**Note: Detailed Lesson Plan for Substitute Teacher**

		Week 1: September 2-6	Week 2: September 9-13
English 10 (101 and 102)	<b>First meeting</b>	<p>Self-introduction  <b>5 minutes</b>            1. Write these objectives on the board and introduce them to class:            Self-introductions</p> <ul style="list-style-type: none"> <li>• Introduce yourself:               <ul style="list-style-type: none"> <li>• your name, hobbies, likes and dislikes (food, fashion, music, etc.)</li> </ul> </li> <li>• Share your answer to the question below after your introduction:               <ul style="list-style-type: none"> <li>• <b>How do I learn best?</b> (e.g. read on your own, listen to instructions, you need someone to show you how to do things, etc.)</li> </ul> </li> </ul> <p><i>Note: they can answer the question depending on the subject</i></p> <p><b>15 minutes</b>            2. Direct EACH student to introduce themselves in English to the class using the pattern above.  <b>10 minutes</b>            3. After their introductions, group students into three.            4. Ask students to share their views on the question:  <b>How do I learn best?</b>            5. Give them a few minutes to think before asking them to start sharing their views. Encourage group members to listen to each other's views.  <b>20 minutes</b>            6. Direct students to write a 200-word paragraph in their notebook (or on a piece of paper) about:            - self-introduction using the pattern above</p>	<p>Intro to Poetry: writing activity  <b>10 minutes</b>            1. Write these objectives on the board and introduce them to the class:            Introduction to Poetry</p> <ul style="list-style-type: none"> <li>• Read two short poems aloud and silently.</li> <li>• Answer the prompts below:               <ul style="list-style-type: none"> <li>- What is each poem about?</li> <li>- What type of feeling or emotion does each poem express?</li> <li>- Can you relate to what each poem is expressing about? Why or why not?</li> </ul> </li> </ul> <p>2. Write these two poems on the board:  <b>A.</b>  <b>I love the pain it brings me,</b>  <b>I don't know why</b>  <b>The pain is my pleasure,</b>  <b>as I sit there and cry.</b>  <b>B.</b>  <b>In each of us</b>  <b>There's a sun</b>  <b>That shines</b>  <b>And lights the gloomy day away.</b></p> <p>3. Read each poem first then ask students to read them aloud.            4. Direct students to read each poem silently.  <b>15 minutes</b>            5. Group students into three. Assign roles: leader, recorder, and speaker. Then ask each</p>



		<p>- answer to the prompt: <b>How do I learn best?</b></p> <p>7. Collect students' written work before the end of the class.</p>	<p>student to share their ideas about the two poems by answering the questions below:</p> <ul style="list-style-type: none"> <li>- What is each poem about?</li> <li>- What type of feeling or emotion does each poem express?</li> <li>- Can you relate to what each poem is expressing about? Why or why not?</li> </ul> <p><b>10 minutes</b></p> <p>6. Ask the speaker in each group to share what they talk about BRIEFLY in front of the class. Ensure that all students listen to the speakers.</p> <p><b>20 minutes</b></p> <p>7. Direct students to write a 150 to 200-word paragraph in their notebook (or on a piece of paper) of their answers to the prompts:</p> <ul style="list-style-type: none"> <li>- What is each poem about?</li> <li>- What type of feeling or emotion does each poem express?</li> <li>- Can you relate to what each poem is expressing about? Why or why not?</li> </ul> <p>8. Collect students' written work before the end of the class.</p>
	<p><b>Second meeting (Computer Room)</b></p>	<p>Self-introduction</p> <p><b>10 minutes</b></p> <p>1. Write these objectives on the board and introduce them to the class:</p> <ul style="list-style-type: none"> <li>• Read your 200-word paragraph silently; make changes (edit) when necessary</li> <li>• Make a one-minute short video about yourself and an answer to the prompt: How do I learn best?</li> </ul> <p>2. Check attendance</p> <p>3. Distribute students' written work back to them.</p>	<p>Intro to Poetry: speaking activity</p> <p><b>10 minutes</b></p> <p>1. Write these objectives on the board and introduce them to the class:</p> <ul style="list-style-type: none"> <li>• Read your 150 to 200-word paragraph silently; make changes (edit) when necessary</li> <li>• Make a one-minute short video about the poems. Tell your name first, read each poem ALOUD before answering the prompts below:</li> </ul> <ul style="list-style-type: none"> <li>- What is each poem about?</li> <li>- What type of feeling or emotion does each poem express?</li> </ul>



		<p>4. Direct students to go over their paragraphs and make some changes when necessary.  <b>10 minutes</b></p> <p>5. Ask students to rehearse their short self-introduction and answer to the prompt before recording them. (They can use their written output as a guide if they wanted to).  <b>10 minutes</b></p> <p>6. Direct students to access FLIPGRID.COM using the desktops or their own laptops OR they can download the app into their mobile phones. (Flipgrid is an app for video recording and sharing).          7. Ask them to SIGN UP using their GMAIL account. If they don't have a GMAIL account, direct them to create a new one.          8. After signing up, ask them to join the grid by using the code/link below:  <b><a href="https://flipgrid.com/e10ahsnccu">https://flipgrid.com/e10ahsnccu</a></b></p> <p><b>20 minutes</b></p> <p>9. The first activity in the grid is to record their INTRODUCTIONS. Follow the instructions in the app on how they record their first speaking activity.          10. If it doesn't work, students can make their own video and email it as a mpeg/ mpg.file to this email address:  <b><a href="mailto:ahsnccu.english@gmail.com">ahsnccu.english@gmail.com</a></b></p>	<p>- Can you relate to what each poem is expressing about? Why or why not?</p> <p>2. Check attendance          3. Distribute students' written work back to them.          4. Direct students to go over their paragraphs and make some changes when necessary.  <b>10 minutes</b></p> <p>5. Ask students to rehearse their answers to the prompt before recording them. (They can use their written output as a guide if they wanted to).  <b>10 minutes</b></p> <p>6. Direct students to access FLIPGRID.COM using the desktops or their own laptops OR they can download the app into their mobile phones          7. Ask them to LOG IN using their GMAIL account.          8. After logging in, ask them to join the grid by using the code/link below:  <b><a href="https://flipgrid.com/d2419f9e">https://flipgrid.com/d2419f9e</a></b></p> <p><b>20 minutes</b></p> <p>9. The second activity in the grid is to record their POEM REFLECTIONS. Follow the instructions in the app on how they record their second speaking activity.          10. If it doesn't work, students can make their own video and email it as a mpeg/ mpg.file to this email address:  <b><a href="mailto:ahsnccu.english@gmail.com">ahsnccu.english@gmail.com</a></b></p>
--	--	---	--



**NOTE: R-O-S-E Lesson Plan Format**

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
September 25 and 27, 2019	Poems	1. Explain how a poem is written compared to an academic text 2. Write some guide notes on the eight common figures of speech (literary devices) used in writing poems: Definition Sample poem Explanation on the meaning of figurative speech in context	1. Mini-lesson: The language of poetry 2. Class discussion 3. Pair-work activity : Search information on a given topic : Write some guide notes about the given topic in preparation for an oral presentation	Written guide notes on poster paper

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
October 4, 5 and 9, 2019	types of literary devices	1. Write some guide notes on the eight common figures of speech (literary devices) used in writing poems: Definition Sample poem Explanation on the meaning of figurative speech in context 2. Report on assigned topics.	1. Pair-work activity : Search information on a given topic : Write some guide notes about the given topic in preparation for an oral presentation 2. Oral presentation : Report on assigned topics; 3 to 5-minute presentation for each pair : class discussion	Written guide notes in Gdocs



Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
October 16 and 18, 2019	Simile Metaphor Etc.	1. Report on assigned topics. 2. Discuss how the different types of figures of speech are used in writing a poem by giving some examples and their meanings.	1. Oral presentation : Report on assigned topics; 3 to 5-minute presentation for each pair : class discussion	Written guide notes in Gdocs  Teacher prompt

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
October 23 and 25, 2019	Covered figures of speech	1. Report on assigned topics. 2. Discuss how the different types of figures of speech are used in writing a poem by giving some examples and their meanings.	1. Oral presentation : Report on assigned topics; 3 to 5-minute presentation for each pair : class discussion	Written guide notes in Gdocs  Teacher prompt

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
October 30 and November 1, 2019	Covered figures of speech	1. Report on assigned topics. 2. Discuss how the different types of figures of speech are used in writing a poem by giving some examples and their meanings.	1. Oral presentation : Report on assigned topics; 3 to 5-minute presentation for each pair : class discussion	Written guide notes in Gdocs  Teacher prompt





Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
November 13 and 15, 2019	Covered figures of speech	1. Discuss the different types of structured poems: Acrostic Cinquain Couplets Haiku Limerick	Group work: 1. Research on a given topic 2. Discuss with members how to compose poems 3. Present information to the rest of the class	Work output in GDrive

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
November 20 and 22, 2019	Figures of Speech VS Rhyme Schemes	1. Present the different types of structured poems: Acrostic Cinquain Couplets Haiku Limerick	Group presentation: 1. Present topic to the class	Work output in GDrive

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
November 29, 2019	Types of structured poems	1. Explain how a theme is developed and written. 2. Discuss the different themes of the chosen poems	Mini-lesson: Themes Group discussion: Talk about the themes of the poems assigned in each group Individual work: Answer the prompt, "If you	Teacher prompt



			were to write your poem, what would be its theme?"	
--	--	--	--	--

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
December 6, 2019	Figures of Speech  Rhyme Schemes  Themes	1. Explain how an artist statement is written.  2. Discuss how the sample poems were written: figures of speech, rhyme schemes, and themes.  3. Present individual plans on the figures of speech, rhyme schemes, and themes to be used in creating assigned poems in front of the class.	Group discussion: 10 mins Talk about the artist statements and the poems of students' work assigned in each group.  Class discussion: 5 mins Explain how an artist statement is written.  Individual activity: 15 mins Through a draw lot, pick a letter that corresponds to a type of poem  Briefly present plans on the figures of speech, rhyme schemes, and theme to be used in creating assigned poems to the class.	Teacher prompt  Students' plans in GDocs  Exit Slips



**SYLLABUS – Grade 12**  
**國立政治大學附屬高級中學教學進度與計畫表**  
**108 學年第 1 學期**

適用班級		121	上課教材 Materials	References: Virginia Woolf and Thumpa Lahiri Collection of Short Stories 2 Teacher-made handout and Students' sample work Laptop and projector		
上課節數 Number of classes		1	上課地點 Location	分組教室四		
任課教師 Teacher		Dr. Abel Cadias	課程名稱 Course Title	Comprehensive English		
教學目標 Objectives		This culminating language development course aims to provide students with the mastery of functional skills so they can develop their own styles as they enter university. They will read novels and selected literary texts written by known authors across the globe to inspire them in producing an original theater production. Technical writing activities such as writing research papers, business communication letters, and annotating research articles will introduce them to university and career expectations. Students are also trained to demonstrate confidence in articulating their ideas and opinions in an academic setting.				
評量方式 Assessment Method		● Assignments ● Projects ● Quarterly Performance Test	成績計算 方式 Calculation Method	● Assignments - 30% ● Projects - 40% ● Quarterly Performance Test - 30%		
上課須知 Class Rules		● Always speak English in the classroom ● Participate in class activities ● Complete assigned tasks promptly ● No plagiarism and cheating; any submitted plagiarized work gets an automatic F grade ● Show respect to each other; absolutely no bullying and no profanity ● Four accumulated tardiness is equivalent to one absence ● Always ask the teacher for assistance ● Negotiate and agree on any project submission dates				
授課大綱		預定教學進度		預定 作業 Home work	備註	議題
週次	日 期	章 節 (課) Chapter	教學內容 Content			
1	8/26~8/30	1 Literary Analysis	Introductions	-	8/30 開學	
2	9/2~9/6	1 Literary Analysis	Basic literary analysis	TBA	9/2 高二期初複習考	
3	9/9~9/13	1 Literary Analysis	Short Story Analysis	TBA	9/13 中秋節放假	
4	9/16~9/20	1 Literary Analysis	Short Story Analysis	TBA		



5	9/23~9/27	1 Literary Analysis	Textual-Linguistic Analysis	TBA		
6	9/30~10/5	1 Literary Analysis	Textual-Linguistic Analysis	TBA	10/5 調整上班上課	
7	10/7~10/11	10/7-10/8 第一次定期評量			10/10~10/13 國慶日連假	
8	10/14~10/18	1 Literary Analysis	Novel Analysis	TBA		
9	10/21~10/25	1 Literary Analysis	Novel Analysis	TBA		
10	10/28~11/2	1 Literary Analysis	Novel Analysis	TBA	11/2 校慶	
11	11/4~11/8	2 Literary Appreciation	Novel interpretation	TBA	11/4 校慶補假	
12	11/11~11/15	2 Literary Appreciation	Novel interpretation	TBA		
13	11/18~11/22	2 Literary Appreciation	One-Act play rehearsal	TBA		
14	11/25~11/29	11/27-11/28 第 2 次定期評量(國高一二)				
15	12/2~12/6	2 Literary Appreciation	One-Act play rehearsal	TBA	12/2~4 高中部作業抽查 12/5~6 國中部作業抽查	
16	12/9~12/13	2 Literary Appreciation	One-Act play rehearsal	TBA	12/12-13 生活體驗營(國高一)	
17	12/16~12/21	2 Literary Appreciation	One-Act play rehearsal	TBA	12/21 調整上班上課	
18	12/23~12/27	1/3 藝能科期末評量				
19	12/30~1/4	2 Literary Appreciation	One-Act play rehearsal	TBA	1/1 開國紀念日放假、 1/4 調整上班上課	
20	1/6~1/10	2 Literary Appreciation	One-Act play presentation	TBA		
21	1/13~1/16	1/14-1/15 第 3 次定期評量(國高一二)			1/16 休業式	

註:請老師檢視各週次教學內容, 有與生命、生涯、性別議題相關, 請於議題欄內註記, 謝謝。

**LESSON PLANS - GRADE 12**

<b>Subject Area:</b> English 12	<b>Grade Level:</b> 12	<b>Semester 1:</b> Essays September 2019 – January 2020
------------------------------------	---------------------------	---

<b>Essential Question:</b> How can writing essays help in improving critical thinking skills?	<b>Essential Understanding:</b> Essay writing helps you improve your critical thinking skills as you learn to plan for what you would write about, read other materials to support your opinions and ideas, give constructive feedback to your classmate's work, and reflect on your personal or other people's experience.	<b>Learning Outcomes:</b> <b>Reading:</b> Read some examples of contemporary poems, short stories and excerpts from novels. <b>(9)</b>  <b>Writing:</b> Write a well-developed essays observing proper sentence construction, punctuations, and topic development. <b>(10)</b>  <b>Speaking and Listening:</b> Report on a given topic by using proper words and expression, gestures and voice. <b>(15)</b>
--	--	---

<b>Knowledge:</b> 1. Determine how essays are written 2. Identify the different types of essays 3. Differentiate the structure of a common essay to SAT essays	<b>Integrated Skills:</b> 1. Essay reading and writing 2. Creating and presenting e-portfolios. 3. Role playing on selected literary excerpts	<b>Language Focus:</b> Description Classification Principle Expressive
---	--	--



**Note: Detailed Lesson Plan for Substitute Teacher**

		<b>Week 1: September 2-6</b>	<b>Week 2: September 9-13</b>
<b>English 12 (121)</b>	<b>First meeting</b>	<p>Self-introductions: writing activity  <b>5 minutes</b>            1. Write this objective on the board, and introduce them to the class:</p> <ul style="list-style-type: none"> <li>• Write a 300-word self-introduction following the pattern below:               <ul style="list-style-type: none"> <li>- your name, hobbies, likes and dislikes (food, fashion, music, etc.)</li> <li>- your future career and how to achieve that goal</li> <li>- a movie that you have watched that inspired you to reach your OWN goal (what aspect of the movie did it inspire you? explain briefly (e.g. characters, setting, theme, plot, etc.)</li> </ul> </li> </ul> <p><b>20 minutes</b>            2. Start a class discussion about students' most inspiring movies that they have watched, and what aspect of the movie has pushed them to reach their goals in life? (This aspect can be inspirations from the characters, setting, theme, plot, etc. of the movie).            3. Ask some follow-up questions if necessary. Encourage students to share their inspirations.</p> <p><b>25 minutes</b>            4. Direct students to write a 300-word self-introduction following the pattern below:               <ul style="list-style-type: none"> <li>- your name, hobbies, likes and dislikes (food, fashion, music, etc.)</li> </ul> </p>	<p>Intro to Literary Analysis: reading activity (Computer room)  <b>10 minutes</b>            1. Write these objectives on the board and introduce them to the class:</p> <ul style="list-style-type: none"> <li>• Read the short story entitled, "Flatcar."</li> <li>• After reading the story, answer the questions below:               <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- What family issue is being highlighted in the story? Explain.</li> <li>- What social issue is being highlighted in the story? Explain.</li> <li>- As a student, how can you relate to the short story? Explain.</li> </ul> </li> </ul> <p>2. Require students to log in to their Gmail account to access the story. If they don't have one, then they have to create one. (The link and hard copy of the short story will be emailed with this document).  <b>10 minutes</b>            3. Allow students to read the short story silently.            4. They are free to use their dictionary if they wanted to.  <b>10 minutes</b>            5. Group students into three. Direct them to talk about the short story using the questions below as a guide:               <ul style="list-style-type: none"> <li>- What is the story about?</li> </ul> </p>



		<ul style="list-style-type: none"> <li>- your future career and how to achieve that goal</li> <li>- a movie that you have watched that inspired you to reach your OWN goal (what aspect of the movie did it inspire you? explain briefly (e.g. characters, setting, theme, plot, etc.))</li> </ul> <p>5. Collect students' work before the end of the class.</p>	<ul style="list-style-type: none"> <li>- What family issue is being highlighted in the story? Explain.</li> <li>- What social issue is being highlighted in the story? Explain.</li> <li>- As a student, how can you relate to the short story? Explain.</li> </ul> <p><b>20 minutes</b></p> <p>6. Require students to write a 300-word essay about the short story using the questions above as a guide.</p> <p>7. Collect students' work before the end of the class.</p>
	<i>Second meeting (Computer Room)</i>	<p>Self-introduction: speaking activity <b>10 minutes</b></p> <ol style="list-style-type: none"> <li>1. Write these objectives on the board and introduce them to the class: <ul style="list-style-type: none"> <li>• Read your 300-word paragraph silently; make changes (edit) when necessary</li> <li>• Make a two-minute short using your write-up as a guide.</li> </ul> </li> <li>2. Check attendance</li> <li>3. Distribute students' written work back to them.</li> <li>4. Direct students to go over their paragraphs and make some changes when necessary.</li> </ol> <p><b>10 minutes</b></p> <p>5. Ask students to rehearse their self-introduction. (They can use their written output as a guide if they wanted to).</p> <p><b>10 minutes</b></p> <p>6. Direct students to access FLIPGRID.COM using the desktops or their own laptops OR they can download the app into their mobile phones. (Flipgrid is an app for video recording and sharing).</p> <p>7. Ask them to SIGN UP using their GMAIL account. If they don't have a GMAIL account, direct them to create a new one.</p>	<p>Intro to Literary Analysis: writing activity <b>10 minutes</b></p> <ol style="list-style-type: none"> <li>1. Write these objectives on the board and introduce them to the class: <ul style="list-style-type: none"> <li>• Read your 300-word essay silently; make changes (edit) when necessary</li> <li>• Make a two-minute short video about the short story. Tell your name first before answering the prompts below: <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- What family issue is being highlighted in the story? Explain.</li> <li>- What social issue is being highlighted in the story? Explain.</li> <li>- As a student, how can you relate to the short story? Explain.</li> </ul> </li> </ul> </li> <li>2. Check attendance</li> <li>3. Distribute students' written work back to them.</li> <li>4. Direct students to go over their essays and make some changes when necessary.</li> </ol> <p><b>10 minutes</b></p> <p>5. Ask students to rehearse their answers to the prompt before recording them. (They can use</p>



		<p>8. After signing up, ask them to join the grid by using the code/link below: <a href="https://flipgrid.com/e12ahsnccu">https://flipgrid.com/e12ahsnccu</a></p> <p><b>20 minutes</b></p> <p>9. The first activity in the grid is to record their INTRODUCTIONS. Follow the instructions in the app on how they record their first speaking activity.</p> <p>10. If it doesn't work, students can make their own video and email it as a mpeg/ mpg.file to this email address: <b>ahsnccu.english@gmail.com</b></p>	<p>their essay as a guide if they wanted to).</p> <p><b>10 minutes</b></p> <p>6. Direct students to access FLIPGRID.COM using the desktops or their own laptops OR they can download the app into their mobile phones</p> <p>7. Ask them to LOG IN using their GMAIL account.</p> <p>8. After logging in, ask them to join the grid by using the code/link below: <b><a href="https://flipgrid.com/e48bbf25">https://flipgrid.com/e48bbf25</a></b></p> <p><b>20 minutes</b></p> <p>9. The second activity in the grid is to record their FLATCAR PRESENTATION. Follow the instructions in the app on how they record their second speaking activity.</p> <p>10. If it doesn't work, students can make their own video and email it as a mpeg/ mpg.file to this email address: <b>ahsnccu.english@gmail.com</b></p>
--	--	--	--



**Note: R-O-S-E Lesson Plan Format**

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
September 26, 2019	Family and social issues	<ol style="list-style-type: none"><li>1. Read the short story entitled, "Flatcar."</li><li>2. Discuss the family or social issues featured in the story.</li><li>3. Explain how an expository essay is written</li><li>4. Write an expository essay about a particular relevant family or social issue in Taiwan or across the globe.</li><li>5. Present a short role-play that highlights a theme of a family or social issue.</li></ol>	<ol style="list-style-type: none"><li>1. Individual reading Read the short story entitled, "Flatcar"</li><li>2. Group discussion Discuss in 10 minutes the family or social issue highlighted in the story</li><li>3. Mini-lesson: Expository essay How do you write an expository essay?</li><li>4. Individual writing Write a 300-word expository essay on a given topic</li><li>5. Group presentation Role play a family or social issue based on a rubric</li></ol>	<p>Expository essay in GDocs Role play presentation</p>



Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Oct. 3, 2019	Expository essay	1. Narrow down thesis statements for a 300-400 essay. 2. Explain how different techniques in writing introductions and conclusions help in improving writing style 3. Continue writing the expository essay	Oral presentation: 1. Individual presentation of thesis statements Group discussion: 2. Group feedback in narrowing down thesis statements Individual writing: 3. Use an appropriate technique in writing introductions and conclusions	Expository essay in GDocs

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Oct. 17, 2019	Types of Essays	1. Choose a short story to read in the folder. 2. Explain how different types of essays are written. 3. Present a plan on how to complete four essays before the end of the semester.	Mini-lesson: POV In-text citation Paraphrasing redundant Teacher-student conference: First submission of essays	First submission of essays



Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Oct. 24, 2019	Ambiguous sentences	1. Write a persuasive essay on a given topic 2. Edit narrative essay for final submission	Individual work: Edit and write essays Teacher-student conference: First submission of essays	Final submission of narrative essay First draft of persuasive essay

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Oct. 26, 2019	Expository essay parts	1. Complete the 300-400 expository essay with a clear thesis statement, and effective introductory and concluding techniques.	Individual writing: Complete the expository essay.	Expository essay in GDocs



Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Oct. 31, 2019	POV In-text citation	1. Write a descriptive essay on a given topic 2. Edit expository essay for final submission	Individual work: Edit and write essays Teacher-student conference: First submission of essays	Final submission of expository essay First draft of descriptive essay

Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Nov. 7, 2019	Types of Essays	1. Choose a short story to read in the folder. 2. Explain how different types of essays are written. 3. Present a plan on how to complete four essays before the end of the semester.	Mini-lesson: Types of essays Teacher-student conference: In-class reading and writing plans	Student plans
Nov. 14, 2019	Review	Objectives	Strategies	Evaluation & Evidence of Learning
	Types of Essays	1. Choose a short story to read in the folder. 2. Explain how different types of essays are written. 3. Present a plan on how to complete four essays before the end of the semester.	Mini-lesson: Types of essays Teacher-student conference: In-class reading and writing plans	Student plans



Date	Review	Objectives	Strategies	Evaluation & Evidence of Learning
Nov. 21, 2019	Run-on sentences	1. Write a narrative essay on a given topic 2. Edit descriptive essay for final submission	Individual work: Edit and write essays Teacher-student conference: First submission of essays	Final submission of descriptive essay First draft of narrative essay

**END**