

The Asian International School - Curriculum Map

Level: Upper-Intermediate

Subject: Media

Revised: July, 2015

Month	No. of Days	Core Standard & Strand	Topic	Content	Skills	Activities	Assessments
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Semester I (August to December) and **Semester II** (January to May).

Aug	9	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	Introduction & set rules The cultures in America	Introduction & set rules Internet technologies and services The cultures in America Its people Food Festivals History	This unit focuses upon Internet technologies and services that support working, learning and socializing online. Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills. Cross cultural understanding Speaking and Presentation Skills	Individual: PowerPoint presentation, Speaking on the topic Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing Whole Class: Discussion, Presentation, Exercising sound reasoning in understanding Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	Coursework and homework In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration.
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			<p>Presentation</p>	<p>Presentation Research and information gathering</p> <p>Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.</p>	<p>Student gathers accurate information independently as well as in group.</p> <p>Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices.</p> <p>Skill levels and targets have been set to help the students' process and evaluate complex information and ideas through searching the internet and by the use of additional materials if appropriate.</p>	<p>Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product.</p> <p>Digital presentation: Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).</p> <p>Create a video: Create a YouTube video or create an iMovie using information from several sources and media about a topic.</p>	<p>Coursework submission</p> <p>Evaluating Outcomes</p>

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Sep	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	Presentation The festivals in European countries and compared with the one in Vietnam	Presentation Research and information gathering The festivals in European countries and compared with the one in Vietnam Origins and Development Traditions and myths surrounding the festival Practices Food Games and activities	Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills. Compare and contrast. Identify similarities and differences. Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project. Assuming shared responsibility for collaborative work.	Individual: PowerPoint presentation, Speaking on the topic Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing Whole Class: Discussion, Presentation, Debating Games: Icebreakers, hangman, vocabulary relay, class survey Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform).	Coursework and homework In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes

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Oct	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The wonders of the ancient world	The wonders of the ancient world Culture prevalent at that time People in those times Architecture Presentation Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills. Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.	Individual: Expressing own opinions, describing in writing, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing Whole Class: Discussion, Presentation Games: Icebreakers, acting class, vocabulary relay, guess who, whispering game Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	Summative Assessment: Mid-term exam In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes

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Nov	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The world heritage in culture	The world heritage in culture Natural resources Religion and spiritual beliefs Society Arts and Crafts	Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project. Recognizing the major point of each paragraph, understanding the organization of a passage Being open and responsive to new and diverse perspectives Demonstrating originality and inventiveness in work. Identifying grammar points clearly, applying grammar points to the work of all other language skills	Individual: Presenting own opinions, writing a description, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing, categorizing Whole Class: Discussion, Presentation Games: Icebreakers, categorizing words, jeopardy, find and tell the differences Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes

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Jan	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	New Year all over the world	New Year all over the world New Year's Eve Baby New Year Hogmanay Twelve Grapes Cambodian New Year Chinese New Year Ethiopian New Year Filipino New Year Celebration Indian New Year Islamic New Year Japanese New Year Assyrian New Year Jewish New Year Korean New Year Māori New Year Persian New Year	Develop appropriate research skills. Illustrate research and computer skills. Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills. Cross cultural understanding Compare and contrast. Identify similarities. Identify differences. Assuming shared responsibility for collaborative work	Individual: Expressing own opinions, writing an opinion essay, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing Whole Class: Discussion, Presentation, debating Games: Icebreakers, role-playing, tell me about, class survey Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes

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			Presentation	<p>Russian New Year Sinhalese New Year Thai New Year Vietnamese New Year</p> <p>Presentation Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.</p>	<p>Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.</p> <p>Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world.</p> <p>Speaking and Presentation Skills.</p> <p>Note-taking skills.</p>	<p>Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product.</p> <p>Digital presentation: Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog).</p> <p>Create a video: Create a YouTube video or create an iMovie using information from several sources and media about a topic.</p>	

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Feb	4	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The greatest inventions and inventors in medicine	The greatest inventions and inventors in medicine Medical Invention Its Inventor The story behind Its History Its impact on our lives Its influence on modern society	Students investigate the history of various medical invention; research and assess the impacts of it on individuals, society, and the environment. Innovation and invention skills Note-taking skills Demonstrating originality and inventiveness in work. Students will assess and communicate the main ideas or points contained in materials through spoken and written methods. Speaking and Presentation Skills	Individual: Expressing own opinions. Pair/Small Group: Describing, comparing and contrasting, discussing with respect, peer feedback on writing, reaching a conclusion Whole Class: Discussion, Presentation. Games: Icebreakers, role-playing, word search, twenty questions Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes
			Presentation	Presentation Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.			

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Mar	9	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	The greatest playwrights in the world	The greatest playwrights in the world Actors Their Lives Their works	Students examine how playwrights use the arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyse and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.	Individual: Expressing own opinions, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing Whole Class: Discussion, Presentation, debating, Identifying and asking significant questions that clarify various points of view and lead to better solutions Games: Icebreakers, cross-word puzzle, spelling contest, role-playing, storytelling and memory game	Summative Assessment: Mid-term In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes

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			<p>Presentation</p>	<p>Presentation Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.</p>	<p>Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project.</p> <p>Note-taking skills</p> <p>Students will assess and communicate the main ideas or points contained in materials through spoken and written methods</p> <p>Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world</p>	<p>Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)</p> <p>Student-led discussions: In student-led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product.</p> <p>Create a video: Create a YouTube video or create an iMovie using information from several sources and media about a topic.</p>	

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May	8	L.3.3a L.4.3a L.4.3b L.6.3b L.7.3a Research Presentation Speaking Writing Reading	Miscellaneous Topic Presentation	Miscellaneous Topic Presentation Using technology as a tool to research, organize, evaluate, and communicate creative ideas and information.	Student gathers accurate information independently as well as in group. Inquiry experiences can provide valuable opportunities for students to improve their understanding of both the topic content and practices. Note-taking skills Demonstrating originality and inventiveness in work. Speaking and Presentation Skills	Individual: Expressing own opinions, writing a narrative, understanding listening and reading Pair/Small Group: Describing, comparing and contrasting, giving opinions, agreeing and disagreeing, peer feedback on writing Whole Class: Discussion, Presentation Games: Icebreakers, word search, movie riddles, scavenger hunt Creative Process: Students work through the creative process (identify a topic, research, explore options, select and develop ideas, get feedback, revise, refine, perform)	Summative Assessment: Final Exam In-Class Tests: Multiple-choice, true/false, sentence completion, sentence insertion, short answer, writing short essay Class Performance: Participation, attendance, attitude Special Class Activities/Projects: Individual/Group presentation on the selected topic, debates, demonstration. Coursework submission Evaluating Outcomes