**Curriculum Brainstorm for High School English Class**

### Strategy brainstorm

1. Metaphorical thinking, synectics
2. Just Suppose, What if?
3. Creative writing and storytelling (Tell a Tall Tale), Forced Wrap Around, Object Obituary
4. International future problem solving
5. Checker-boarding
6. Creative role play
7. Simulations, Creativity License Cards, Six Hats
8. Problem- and Product-Based Learning (PBL)
9. Create a story with whack card
10. Fish bowl
11. Slip of Paper
12. Talking/speaking stick
13. Fat and skinny questions
14. PMI: pluses, minuses, and interesting things
15. APC: alternatives possibilities, choices
16. AGO: aims, goals, and objectives
17. Socratic questioning
* Select both positive and negative examples to illustrate a point.
* Vary cases to help focus on facts or issues.
* Employ counter examples.
* Generate hypothetical cases or examples to encourage what if reasoning.
* Promote identification of alternative predictions or the non-obvious
* Employ entrapment strategies.
* Encourage the questioning of answers provided by authorities.
1. Summing up/nutshell/reviews
2. One minute papers or muddiest point papers
3. KWL/KWHL
4. Visual thinking (i.e. graphic organizing)
5. Nominal group process (brainstorming and vote/ranking of ideas)
6. “Have you ever been”
7. Student interest survey
8. Treasure hunt
9. Self disclosure
10. Demographic grouping
11. Positive strokes

### Strategy categorizing

|  |  |  |
| --- | --- | --- |
| **Time of implementing** | **Strategies** | **Difficulty for students** |
| ***Category*** | ***Name*** |
| **Beginning** of the semester | Social Ice-breaker — Motivation | * “Have you ever been”
* Treasure hunt
* Self disclosure
* Demographic grouping
 | Easy |
| **During** the semester | ***Events of instruction (revised)*** |  |  |
| Gaining **attention** | Creative Thinking | * Just suppose, what if?
* Talking/speaking stick
 | Easy |
| Motivation | * Student interest survey
 | Easy |
| Informing the learner of the **objective** | Critical thinking | * AGO: aims, goals, and objectives
* KWL/KWHL
 | Easy |
| * Fat and skinny question
 | Medium |
| Stimulating recall of **prior learning** | Critical thinking | * Fish bowl
* Summing up/nutshell/reviews
* KWL/KWHL
 | Easy |
| **Presenting** the stimulus | Critical thinking | * Visual thinking (i.e. graphic organizing)
 | Medium |
| Providing learning guidance (a cue or strategy to promote **encoding**) | Creative thinking | * Metaphorical thinking/Synectics
 | Medium |
| Critical thinking | * PMI: pluses, minuses, and interesting things
* Socratic questioning
* Visual thinking (i.e. graphic organizing)
 | Medium |
| Facilitating **rehearsal** (Eliciting performance; Assessing performance) | Creative thinking | * Creative role play/Simulations
 | Easy |
| * Creative writing and storytelling (i.e. Tell a Tall Tale, whack card story-telling, etc.)
* Six Hats/Slip of Paper
 | Medium |
| Critical thinking | * Visual thinking (i.e. graphic organizing)
 | Medium |
| Providing **feedback** | Motivation | * Positive strokes
 | Easy |
| Helping **recall** (Assessing performance) | Creative thinking | * Checker-boarding
 | Easy |
| Critical thinking | * Fish bowl
* PMI: pluses, minuses, and interesting things
* Summing up/nutshell/reviews
* One minute papers or muddiest point papers
* KWL/KWHL
* Nominal group process
 | Easy |
| * Fat and skinny question
* Socratic questioning
* Visual thinking (i.e. graphic organizing)
 | Medium |
| Motivation | * Positive strokes
 | Easy |
| Enhancing **transfer** | Creative thinking | * Just Suppose, What if?
* Checker-boarding
* Creative role play/Simulations
 | Easy |
| * Creative writing and storytelling (i.e. Tell a Tall Tale, whack card story-telling, etc.)
* Six Hats/Slip of Paper
 | Medium |
| Critical thinking | * Nominal group process
 | Easy |
| * APC: alternatives possibilities, choices
 | Medium |
| * Problem- and Product-Based Learning (PBL) (i.e. International future problem solving)
 | Hard |

### Reflection

I choose high school English class as the context of this curriculum brainstorming, since having had an internship of teaching English in the 11th grade.

I rank motivation as the most important factor for English learning, because motivated students are actively engaging in their knowledge construction, and tend to get better learning outcomes. As a result, I try to utilize all the above strategies to make the English class fun. It is better to provide more chances for students to practice, as well as opportunities of creatively or critically thinking in English. Students are expected to feel the joy of using English. Collaboration and group activities are designed to create an active classroom environment and diverse learning context, increase peer feedback and cultivate students’ capability of cooperating.

**I refer to Gange’s events of instruction, in order to:**

* sequence those strategies in an approximately chronological way
* organize strategies according to their functions during the process of instruction

The nine events of instruction are revised regarding the mental activities of students. When putting strategies into the original nine events, I find some overlap between *eliciting performance*, *assessing performance* and *enhancing retention and transfer*, and some difference between *enhancing retention* and *enhancing transfer*. In my opinion, rehearsal means the practicing or performing of exact what is learned, recall refers to the reoccurring of knowledge, and transfer refers to the use of knowledge in a different context. These terms help classify strategies in a clearer way.

**I create this chronologically categorized table as a reference material for future use.** So I can easily find appropriate ones in a specific stage of instruction, or for a particular purpose.

The level of difficulty is listed in the last column, to help me arrange strategies with balanced requirements of language and mentor efforts.