

國立屏科實驗高級中等學校 114 學年度 第 3 次專任教師甄選

雙語部 英文科教師 初試試題

※ 考試時間：10：00～12：00，共 120 分鐘。題目卷與答案卷均需繳回。

※ 考題共 3 頁，申論題依題目配分，滿分 100 分。

※ 答案卷共 5 頁，請務必清楚標示題號以供評閱。

I. Free Response Question

1. What distinguishes a *Synthesis Essay* from a general argumentative essay in the AP Language exam? What is the core instructional focus for teaching this task? (7%)
2. What is *close reading* in the context of AP Literature, and how does it support students' analytical abilities? (7%)
3. Explain the TPCASTT(Title, Paraphrase, Connotation, Attitude, Shifts, Title (revisited), and Theme) method and identify what type of text it is best suited for. (7%)
4. What is the purpose of the "Open-ended Literary Analysis Essay" in the AP Literature exam, and how should students prepare for it? (7%)
5. Explain the role of ethos, pathos, and logos in rhetorical analysis. How should students apply these concepts in AP Language essays? (7%)
6. In an ESL (English as Second Language) class:
 - i. Discuss the challenges that differentiated instruction poses. (7%)
 - ii. How would you address these challenges above while maintaining instructional rigor and equity? (7%)
 - iii. How does cultural awareness support differentiated instruction and learner engagement? (7%)
 - iv. How you would integrate culturally responsive practices into your ESL teaching. (7%)
7. Describe how you would integrate AI tools into a high school Language Arts lesson to enhance writing instruction. Include specific tools, learning objectives, and assessment strategies. (7%)
8. Instructional Design Task for Language Arts Teacher Selection: (30%)

Mission Context:

The mission of the International Bilingual School at Pingtung Science Park (IBSP, 屏科實中雙語部) is to serve the special bilingual needs of the diverse international community found at the Pingtung Science Park, and is elated in cultivating the global mobility, diverse capabilities, and pursuit of sustainable development for the children of that community.

Prompt:

Based on the mission statement above, design a complete lesson plan for a high school Language Arts class. Your lesson must be built around one unit of your choice from either the AP English Language and Composition or AP English Literature and Composition course frameworks.

Your lesson plan should align with the goals of IBSP by incorporating themes such as:

global perspectives, critical thinking, communication across cultures, ethical and sustainable thinking. And also includes the following components:

Unit Title & Topic Overview (from the AP courses, see below)

Learning Objectives aligned with AP Course Skills (see below)

Instructional Activities: Engaging introduction

Content teaching (explicit skills and knowledge)

Student-centered activities (individual or collaborative)

Assessment Plan: Formative and/or summative assessments

Student Reflection or Extension Task

Available Units for Selection and Standards

AP English Language and Composition:

Unit 1: Rhetorical Situation	Rhetorical Situation (RHS) Identify and describe components of the rhetorical situation: audience, purpose, and context.
Unit 2: Claims and Evidence	Analyze how the rhetorical situation influences a writer's choices.
Unit 3: Reasoning and Organization	Claims and Evidence (CLE) Identify and evaluate claims and the use of evidence to support them.
Unit 4: Style	Develop a position and support it with appropriate evidence.
Unit 5: A Synthesis of Ideas	Reasoning and Organization (REO) Explain how writers organize and connect ideas.
Unit 6: A Line of Reasoning	Use reasoning and organizational strategies to structure arguments.
Unit 7: Recognizing Bias and Perspective	Style (STL) Describe the effects of style and rhetorical choices.
Unit 8: Effective Argumentation and Revision	Use rhetorical strategies to develop writing style.
	Synthesis (SYN) Combine sources to support a central claim. Evaluate the credibility and relevance of sources.
	Argumentation (ARG) Develop arguments with coherent reasoning and supporting evidence.

	Recognize and respond to opposing viewpoints.
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AP English Literature and Composition:

Unit 1: Short Fiction I	Character (CHR)
Unit 2: Poetry I	Analyze how characters develop and interact.
Unit 3: Long Fiction or Drama I	Examine the effect of characterization on plot and theme.
Unit 4: Short Fiction II	Setting (SET)
Unit 5: Poetry II	Analyze how time and place influence character, conflict, and meaning.
Unit 6: Long Fiction or Drama II	Structure (STR)
Unit 7: Short Fiction III	Evaluate how the structure of a text contributes to its meaning.
Unit 8: Poetry III	Identify narrative techniques like foreshadowing or flashback.
Unit 9: Long Fiction or Drama III	Narration (NAR)
	Analyze the narrator's perspective and its reliability.
	Consider how narrative voice affects tone and reader interpretation.
	Figurative Language (FIG)
	Interpret figurative language, imagery, and symbols.
	Evaluate how they reinforce theme and tone.
	Literary Argumentation (LIT)
	Construct literary arguments based on textual evidence.
	Analyze how literary elements develop a central theme.