|  |  |  |
| --- | --- | --- |
| C:\Documents and Settings\ASISTENTE\Mis documentos\Logos\GI SCHOOL.jpg | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  2011 -2012 | v. 03 |
| August 2010 |

**Subject (s): ESL Grade: 7th Term:3rd**

**Name / Theme or Unit: We know how to Communicate**

**Time Frame: 9 weeks**

**Submitted by: Nancy Paola Riascos**

|  |  |
| --- | --- |
| **OVERVIEW:** In this unit, students will get information from a variety of texts that include newspaper and magazine articles, internet websites and manuals. They will read and describe their structure and identify the main idea of each text. They will also read fiction selections like fables, folk tales, short stories and novel excerpts. We will pay special attention to sentence structures and use of conventions to make coherent paragraphs and to communicate our ideas efficiently. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**   * **GOAL 1 – To use English to communicate in social settings**   **STANDARD 1** Students will use English to participate in social interactions  **STANDARD 2** Students will interact in, though, and with spoken and written English for personal expression and enjoyment.  **STANDARD 3** Students will use learning strategies to extend their communicative competence   * **GOAL 2 – To use English to achieve academically in all content areas:**   **STANDARD 1** Students will use English to interact in the classroom.  **STANDARD 2** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  **STANDARD 3** Students will use appropriate learning strategies to construct and apply academic language and knowledge. | |
| **Essential questions:**  **1.** In what different forms can people convey information?  **2.** Why/how are these different forms used?  **3.** How can performing a text or reading it out loud help us to understand a text better?  What do you need in order for this to be  effective?  **4.** How can we give effective constructive  criticism?  - Informational materials unit  - Incorporating drama unit | **Expected language:**  Students will:   * Use thinking maps to report their findings after reading nonfiction texts. * Apply reading comprehension strategies effectively. (retelling, foreshadowing, making connections, compare and contrast). * Identify the structure of nonfiction texts. * Write persuasive essays. Introduction. Thesis statement, theme, main idea, supporting details and conclusion. * Use effective strategies for word decoding like chunking, skipping the word, rereading, using context clues, etc. |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Weekly News Reports  Research papers and presentations.  Thinking maps  Essays  Personal Narrative  Suspense Story Writing  Use of dictionary and appropriate selection of words and definitions  Class discussions  Tests | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| 1. Read an autobiographical narrative (705) and discuss its features. Students write their own personal narrative.  2. Read newspaper articles, identify their structure and write complete reports.  YETI-LIKE MONSTER GIVES STAID TOWN IN ILLINOIS A FRIGHT PAGE 16  EEKING OUT A LIFE PAGE 63  3. Read RIKKI-TIKKI-TAVI PAGE 21and retell the story orally and in written form.  4. Read informational books to find out about snakes and India during the British dominion.  5. Watch a short video of a story by Edgar Allan Poe. Discuss about horror stories and suspense.  6. Read THREE SKELETON KEY PAGE 49. Students write their own suspense stories.  7. Review most common mistakes ( sentence fragments, run-on sentences, agreements, and tense)  8. Watch short videos and write reviews. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Holt Language and Literature textbook, library,  video clips, Interactive Reader short stories and informational texts  Graphic organizers and thinking maps  <http://www.scholastic.com/browse/article.jsp>?...  <http://www.dogonews.com/>  <http://www.timeforkids.com/news-archive/all> | |

At the end of unit:

**CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_\_\_\_\_\_**

**REFLECTIONS: Teachers reflections on ways in which the unit might be improved, polished or enhanced. Student perspectives might be included.**