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| UNIT PLAN  2011 -2012 | v. 03 |
| August 2010 |

**Subject (s): ESL Grade: 7th Term:4th**

**Name / Theme or Unit: Persuasion and Research**

**Time Frame: 9 weeks**

**Submitted by: Nancy Paola Riascos**

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| **OVERVIEW:** In this unit, students will come across many forms of persuasion. They will read some literary texts and they will write reviews, they will watch movies and start debate, and they will take a position on an issue of importance by writing a persuasive essay and giving a persuasive speech. They will learn that they cannot just give an opinion but back it up with examples, quotes, research, statistics, etc. | |
| **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. Why do people try to convince people of their ideas and how do they do it?  2. Why is it important to be able to persuade people?  3. What skills do you need in order to be able to effectively persuade people?  4. What is the structure of informational texts and why is this important?  5. How can information texts relate to our lives?  6. How can we make effective research presentations? | **Expected language:**  Students will be able to :   * Takes notes as teacher presents information in order to summarize key concepts * Synthesize, analyze, and evaluate information * Locate information appropriate to an assignment in text or reference materials * Research information on academic topics from multiple sources * Take a position and support it orally or in writing * Prepare and deliver a short persuasive presentation to different audiences |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Outlines of persuasive essay (graphic organizers)  Persuasive essays  Debates  Persuasive power point presentation  Research paper and presentation | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Read samples of persuasive essays and draw an outline stating the authors position and his/her supporting ideas. <http://eslbee.com/persuasion_essays_models.htm>  Read “A Veto on Video Games” and answer the analysis questions that appear next to the article.  PREWRITING: Choose an issue, state your opinion, choose and audience and gather support.  Write the first draft of your persuasive essay. Use model page 609  Evaluate and Revise content, organization and style using guidelines page 611  Correct errors using English Conventions Error List  Publishing your essays  Listen to persuasive speeches and evaluate them  Give a persuasive speech  Watch movies and write persuasive paragraphs about them.  Chapter 6 Where I Stand: Literary Criticism page 411  Write a Research Report and present it.  Chapter 7 Reading for Life page 480 | |
| **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.**