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

**Subject (s): ESL Grade: 6th Term: 1st**

**Name / Theme or Unit: The People You’ll Meet. Looking at Lives**

**Time Frame: 2 months**

**Submitted by: Nancy Paola Riascos**

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| **OVERVIEW:** In this unit students will explore different ways to communicate effectively in different scenarios. They will be able to start and maintain a conversation, express their opinions and make suggestions orally and in written form. They will write descriptions of themselves, members of their families, friends, famous characters, etc. Besides they will be acquainted with the use of thinking maps and will acquire the vocabulary necessary to participate in academic activities and ask for clarification or assistance when needed. | |
| **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.  **School-Wide Goals (Life-long learning standards)**  **Learning- to- learn skills**   1. Students demonstrate interest, autonomy, and commitment to creating quality work and striving for excellence. 2. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning. 3. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding. 4. Students evaluate their own learning and personal growth based on reflection and self-correction   **Communication skills**   1. Students communicate with clarity, purpose and understanding of audience in both Spanish and English. 2. Students integrate the use of a variety of communication forms and use a wide range of communication skills. 3. Students recognize, analyze and evaluate various forms of communication. 4. Students develop an appreciation and knowledge of art and express themselves through artistic activities.   **Thinking and reasoning skills**   1. Students gather and use information effectively to gain new information and knowledge, classify and organize information support inferences, and justify conclusions appropriate to the context and audience. 2. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of type of problems. 3. Students generate new and creative ideas by taking considered risks in a variety of contexts   **Social and emotional development**   1. Students work with others in a variety of situations to set and achieve goals and establish productive relationships based on respect, tolerance and solidarity. 2. Students manage and evaluate their behavior as group members. 3. Students manage disagreement and conflict in a peaceful and constructive manner and act in favor of well-being. 4. Students reflect on their growth towards self-knowledge, self-control and self-esteem. 5. identify leadership opportunities and use them as an effective means of improvement for self and group.   **Personal and social responsibility**   * 1. Students take responsibility for personal actions and act ethically (e.g. demonstrate honesty fairness, integrity).   2. Students demonstrate empathy, respect and tolerance for others, understand, and appreciate the diversity and interdependence of all people and cultures.   3. Students demonstrate an understanding of and responsibility for global and environmental issues and act appropriately.   4. Students act as responsible citizens in the community, department, nation and the world.   5. Students demonstrate pride in their cultural heritage and in Colombia.   6. Students demonstrate a genuine interest for people’s rights and welfare, and show commitment to solving the problems in their community.   7. Students demonstrate interest and actively participate in sports or any other type of physical exercise.   8. Students develop and demonstrate healthy life habits (physical and emotional). | |
| **Essential questions:**  What is a biography?  What strategies can I use to read and comprehend a biography?  How can I write summaries and reports?  What is the difference between first and third person? (Point of View)  What strategies can I use to determine meaning of unknown words?  What are the elements needed to make a complete sentence?  What are all the elements of a story?(character, setting, plot)  How can I read and identify the main idea and supporting details in a text? | **Expected language:**  Students will:   * Use thinking maps to outline their ideas and organize their reports.(circle map and bubble map) * Summarize articles about famous people. * Make presentations. * Write their own biographies based on example. * Use effective strategies for word decoding like chunking, skipping the word, rereading, using context clues, etc. * Identify characters, setting, climax, resolution, interrogatives, imperatives, exclamatory, declarative, subject, predicate, noun, verb |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Thinking maps  Book report project  Oral reports  Reading comprehension  Grammar(verb-tense correspondence)  Noteworthy News(Summaries)  Read aloud  journals | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| 1. Understand that certain characters traits are needed to guarantee a safe and comfortable learning environment (Friendship, sharing, appreciation, respect, tolerance, kindness, cooperation, responsibility, honesty, courage)  2. Talk about events that take place in different settings around the school. Describe their role or rules of behavior in each one.  3. Read and comprehend texts about school scenarios and situations in which some characters traits are evidenced.  4. Exchange personal information. Model using circle map( name, DOB, POB, parents, siblings, favorite color, sport, spare activity, favorite book, favorite character, things I am good at, things I struggle with. Students create their own circle map using model.  5. Compare how two thoughts, ideas or proposals are similar or how they are different. Choose which idea you agree with or which one you think is better. Having or not having pets, raising children in a city or countryside, texting or talking, reading or watching a documentary, fiction or nonfiction, football or tennis, etc.  6. In an essay, explain how disappointments can have a good side.  7. Write an essay explaining why someone you care about is important to you.  8. "Dress for success" is a phrase all of us have heard before, but it means something different to each person. Write an essay explaining what "dress for success" means to you.  9. Write an essay to explain why honesty is important in a friendship.  10. Read and analyze a novel. Use reading comprehension strategies to explain sequence of events in a story. Describe and compare characters. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Character study Unit, Novel study: ***Charlie and the Chocolate Factory***  Holt Language and Literature textbook, library,  video clips, Interactive Reader short stories;  see resources on resource CD  Soaring to New Highs  Scholastic Guided Reading Program  Graphic Organizers or thinking maps  <http://www.esl-lab.com/> | |

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.