# ESL Thematic Unit Plan

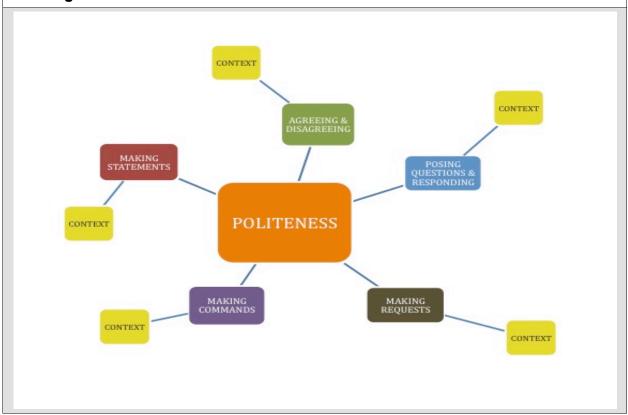| Unit Author | |
|---|---|
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| Date: | October 27, 2010 |

| Unit Overview | |
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| Unit Plan Title: | "Politeness; the context in which it occurs" |

**Unit Summary & Rationale:**

Pragmatics is a very important component of language. It explains how language is affected by the context in which it occurs. The rationale of this unit is to teach students that language use, and what is appropriate or not, differs depending on the context in which it is used.

This unit is structured to teach students the proper pragmatic use of the English language through conversation activities (e.g. agreeing and disagreeing, posing questions, making requests and/or commands, and making statements).

**Planning Web:**

**Subject Area(s):** Click box(es) of the subject(s) that your Unit targets

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|---|---|---|
| ☐ Business Education | ☐ Drama | ☐ Other: |
| ☐ Engineering | ☐ Foreign Language | ☐ Other: |
| ☐ Home Economics | ☐ Industrial Technology | ☐ Other: |
| ☒ Language Arts | ☐ Math | |
| ☐ Music | ☐ Physical Education | |
| ☐ School to Career | ☐ Science | |
| ☒ Social Studies | ☒ Technology | |

**Grade Level:** Click box(es) of the grade level(s) that your Unit targets

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|---|---|
| ☐ K-2 | ☐ 3-5 |
| ☒ 6-8 | ☒ 9-12 |
| ☒ ESL | ☐ Resource |
| ☐ Gifted and Talented | ☐ Other: |

**Targeted State Frameworks/Content Standards/Benchmarks:**

TESOL Pre-K -12 English Language Proficiency Standards:

Standard 1: English language learners **communicate** for **social, intercultural, and instructional** purposes within the school setting.
Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts.**
Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **social studies**.

TESOL Language Domains:

All four language domains covered within the unit; **Listening, Speaking, Reading,** and **Writing.**

TESOL Language Proficiency Level:

Level 2 – Emerging: Students can **understand phrases and short sentences**. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae.
Level 3 – Developing: Students **understand more complex speech** but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure.
Level 4 – Expanding: Students' language skills are adequate for most day-to-day communication needs. They **communicate in English in new or unfamiliar settings** but have occasional difficulty with complex structures and abstract academic concepts.

| **Unit Goals:** |
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| <ul><li>To raise learners' awareness about pragmatic rules</li><li>To raise learners' awareness of how language is affected by the context in which it occurs</li><li>To increase learners' input and opportunities to observe native English speakers' pragmatic behavior</li><li>To assist learners in expressing themselves better through speech act sets</li><li>To raise learners' awareness of how discourses vary based on context</li><li>To improve speaking confidence when using question forms</li><li>To improve conversational skills when supporting a point of view</li><li>To develop research and inquiry skills using computed assisted technology</li></ul> |

| **Student Objectives/Learning Outcomes:** |
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| Students will be able to:<ul><li>Hold discussion with various discourses and contexts.</li><li>Express themselves better through speech act sets</li><li>Point out similarities and differences in culture on the topic of 'Free Speech'.</li><li>Communicate in an academic setting that promotes personal expression and debate.</li><li>Utilize new expressions and ways of agreeing and disagreeing respectfully.</li><li>Agree, disagree, and explain simple arguments.</li><li>Distinguish between requests and direct commands.</li><li>Identify and compare the components of questions and statements.</li><li>Role-play and interact in one on one and group settings.</li><li>Conduct basic research on topic areas.</li><li>Develop a base understanding of the pragmatics of requests and how desired outcomes may differ based on delivery.</li><li>List ways to motivate yourself.</li></ul> |

| **Lesson Plans & Instructional Procedures:** |
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| **Introducing the Unit "Politeness; the context in which it occurs"**<br>Week One: Compliments (Four days)<br><br>Day 1<br><br>**I. Introduction (Anticipatory Set)**<br><br>A. General warm-up and introduction to pragmatics<br>B. Introduce the concepts of compliments and flattery. Teach related vocabulary (e.g., compliment/butter up/apple polish).<br>C. Present a sample dialogue of complimenting between instructors.<br>D. Initial inventory. Have students individually work on the pre-instruction inventory to investigate their initial pragmatic level. (The Pre-Instruction inventory asks the following questions:<br>    1. How often do you hear people complimenting each other in the US?<br>    2. What do people say and how do they respond to compliments in the US? |

3.  Do you give and/or receive compliments in English? Are you always comfortable with the way you exchange compliments in English? If no, when do you feel uncomfortable and why?
4.  What do people say when they give and receive compliments in your country? Provide a literal translation of some examples.
5.  What do people compliment others on?
6.  Who is more likely to exchange compliments?)

## II. Student research

-   Introduce the framework of Manes and Wolfson's research (p.120, 1981) (85% of 1200 compliment data consists of first three sentential patterns, 97.2% consists of nine patterns). (See Compliment Formulas Handout).
-   Practice complimenting in pairs
-   Motivate students to do data collection themselves in order to compare compliments and responses used today around their school with those reported in earlier research. Students should collect 3-5 compliments and responses by sincerely complimenting three native English speakers, and jot down the interactions immediately after the each conversation (G&R Compliments Homework Assignment).

Day 2

## III. Awareness of Contextual Variables and Practice

A.  Discuss the most common 9 sentential patterns from Manes and Wolfson, and have learners identify some of the sentences from their own data.
B.  Discuss contextual variables (gender, role, age, and relative status), and have learners analyze the compliments that were collected on Day 1 with regard to such variables.
C.  Discuss sincerity in giving compliments and have learners decide the appropriateness of their own transcribed interactions.
D.  Role-play of good examples between learners and practice complimenting in pair.

Day 3

## V. Responses to Compliments

A.  Model short exchanges (Compliment Formulas Handout) between instructors; elicit learner's observation of each interaction.
B.  Share some good transcriptions by the learners (see G&R homework assignment in II above) and have the whole class identify the responding patterns.
C.  Practice giving and responding to compliments in a mingling activity. Students form two concentric circles, each facing a partner. One compliments the other, who responds. The outer circle rotates and each student finds a new partner and repeats the process, and switch roles after practicing sufficiently.

Day 4

## VI. Compliments as a Conversation Opener

    A.  Model the conversation in the Compliment Formulas Handout, have learners highlight topics, point out the rapidly shifting topics, and identify another function of complimenting: a conversation opener

    B.  Have learners practice in pairs opening a conversation with a compliment and develop it

## VII. Closing and Relating to Other Functions  (Closure)

    A.  Have students complete the Post-Instruction Inventory Handout individually. (The inventory asks the following questions: 1) Write down an imaginary compliment interaction, as you would say it. 2) After studying about compliments, how do you feel about giving and receiving compliments in English? 3) Did the classroom information help you to feel more comfortable with giving and receiving compliments?)

Day 5: Requests & Refusals

## I.  Anticipatory Set

    A.  Have students complete the "What I know & Would like to know" portions of the KWLA chart for Requests & Refusals. (KWLA Chart Handout)

    B.  Introduce students to a scenario that displays a request and a refusal:

**A:** *David, I'm really sorry to have to bother you, but my car's broken down. Would it be awfully inconvenient for you to give me a lift home this evening?*

**B:** *Oh Helen – I'm really sorry. I would, but my mother's in hospital and I have to go straight there after work. Why don't you ask Jean? She goes your way.*

    C.  Have students role play the model the situation: *Your car has broken down so you need to ask a colleague for a lift home. Your colleague refuses. What do you both say?* The resulting conversation will probably go something like: *S1: Can you give me a lift home this evening? S2: No I can't.*

## II. Activity Sequence 1

**1) PW:** Students role-play five situations, drawing on their previous knowledge of the language to do so.

**2) Full class follow up:** the Teacher asks various pairs to enact the situations in front of the class. What they say is written up on the board, grammatical and lexical corrections are made if necessary but no attention is paid to intonation or discourse structure.

**3) Full class:** The students listen to a taped version (2) of the first situation (asking for a favor) and compare it with their own. The teacher points out and does repetition practice of the pre-sequence, the exponent used (Do you think you could…), and the intonation, explaining why they are necessary and the possible effect of the students' own versions.

**4) PW:** The students then repeat situation 2, attempting to build into it the features just focused. Again, one pair enacts the situation in full class follow-up before the students compare what they said with what was on the tape.

**5) Full class:** The teacher then draws attention to the next situation (asking for a service) and asks students if they want to modify their initial version and why/why not. The taped version is used to confirm that this time the more direct approach is appropriate.

**6) PW:** The students then repeat situations 4 (a service) and 5 (a favor), deciding for themselves how direct they should be.

**7) Full class:** This is then compared as before with the taped version. The request exponent in situation 5 is *Would you mind + Ving*. The teacher writes up and explains the structure (3).

<u>Materials</u>

**a) Situations:**

1. Your neighbor (who's a very nice man) has parked his car in front of your parent's garage, and they can't get out. Ask him to move it.
2. You are in class. Your teacher gives you a worksheet and asks you to go to the library to have thirty copies printed out for the class. Ask the librarian to print them out for you.
3. You're at a gas station with your parents and they ask you go into the store and pay the attendant. Ask the attendant to put $20 on pump number six.
4. You and your family are out of town and stop to spend the night in a hotel. There's only one blanket on your bed and you're cold. Phone the housekeeping department and ask them to bring you another one.

**b) Dialogues :**

1. Goodmorning Mr. D, how are you today? / Goodmonring, how are you? / Fine … Erm, my parents want to know if you could move your car – I have to go to practice and your car is parked right in front of our garage. I'm sorry to bother you, but do you think you could move it? / Oh, of course. I didn't realize … I'll do it immediately. I'm sorry. / Thank you. Have a good day.
2. Take this handout to the library and ask the librarian to make you thirty copies for Ms. Allen's class. / OK. / Hello, Ms. Key. Can you please make thirty copies of this for Ms. Allen's class? / Yes, it will be just a moment.
3. Hello, how may I help you? / I need ot fill up / Which pump? / Pump 6 / And how much? / $20 / Ok, you got it. Anything else? / No that's all. Thank you
4. Housekeeping. / Oh, hello. This is room 673. Could you bring me another blanket please? / Yes, certainly. At once.

**III. Activity Sequence 1**

**1) Full class :** Repetition of the target structure. Substitution drilling using the first four situations from stage one – the request only, not the full conversation.
**2) Full class :** The teacher hands each student a card with containing an "anti-social" command. For example : *Sit on Giulia's desk / Open the door / Walk around the room / Whistle a song / Put your books on Belem's chair / Draw on the board / Put your bag on my desk/* etc. Once the students are carrying out the action, the teacher starts making requests : *Ali, would you mind closing the door. Philippe, would you mind moving your books off Belem's chair* etc. As the teacher makes the request, each student "obeys". Towards the end (4) start introducing negative requests : *Birgit, would you mind not putting your feet on the desk? Mika, would you mind not whistling?* etc.
**3) PW :** With a partner the Ss try and remember, and write a list, of all the requests made by the teacher. Full class follow up : the teacher elicits the requests, writes them up and corrects and explains as necessary.
**4) PW :** The students are given a list of situations and, with a partner, decide and write the request (not the complete conversation) they would make, using *Would you mind ....* Full class follow up.

**Materials**

**Situations :**

1. You're not feeling very well. Raise your hand and ask the teacher if you can go to the school nurse.
2. Your on a school field trip, you share a seat with a friend who is listening to his/her ipod. He/She is not paying attention to the teacher talking at the front of the bus. Get his/her attention and ask her/him to turn it off their ipod.
3. Your sister always helps you with your homework on Wednesdays after she gets off of work, but today you've got a really bad headache and want to take a nap before you start. Ask her if this will be okay.
4. You're in class. One of your classmates tries to correct you every time you start to talk, and it's really annoying you.

Week Two (Asking Questions, Google In the Classroom – Three days, Violence in the Media: Debate)

Day 6: Asking Questions

**I. Anticipatory Set**
  A. Explain to students that question asking is a very effective tool to finding out information. Ask the students to gives various reasons why someone would ask a question and the importance of making the question clear and easy to understand.
  B. Focus on auxiliary verb usage by making a number of statements in tenses the students are familiar with. Ask students to identify the auxiliary verb in each case.
  C. Ask a student or students to explain the underlying scheme of the object question form (i.e., ? word Auxiliary Subject Verb). Have students give a number of examples in different tenses.
  D. Split students up into pairs. Distribute worksheet and ask students to ask an appropriate question for the given answer while taking turns.
  E. Follow-up check of questions either by circulating through the student pairs or as a group.
  F. Ask students to each take the second exercise (one for Student A the other for Student B) and complete the gaps by asking their partner for the missing information.
  G. Solidify question forms by quickly playing a verb inversion game using the various tenses (i.e., Teacher: I live in the city. Student: Where do you live? etc.)

**II. Activity Sequence**

  1. Ask an appropriate question for the response.
       a. A steak, please.
       b. Oh, I stayed at home and watched TV.
       c. She is reading a book at the moment.
       d. We are going to visit France.
       e. I usually get up at 7 o'clock.
       f. No, he is single.
       g. For about 2 years.
       h. I was washing up when he arrived.

B. Ask questions to fill the gaps with the missing information. (Asking Questions Handout)

Student A

Frank was born in _____ (where?) in 1977. He went to school in Buenos Aires for _____ (how long?) before moving to Denver. He misses _____ (what?), but he enjoys studying and living in Denver. In fact, he _____ (what?) in Denver for over 4 years. Currently, he _____ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next _____ (when?). After he receives his degree, he is going to return to Buenos Aires to marry _____ (who?) and begin a career in research. Alice _____ (what?) at the University in Buenos Aires and is also going to receive _____ (what?) next May. They met in _____ (where?) in 1995 while they were hiking together in the _____ (where?). They have been engaged for _____ (how long?).

Student B

Frank was born in Buenos Aires in _____ (when?). He went to school in _____ (where?) for 12 years before moving to _____ (where?). He misses living in Buenos Aires, but he enjoys _____ (what?) in Denver. In fact, he has lived in Denver for _____ (how long?). Currently, he is studying at the _____ (where?) where he is going to receive his _____ (what?) next June. After he receives his degree, he is going to return to _____ (where?) to marry his fiancé Alice and begin a career in _____ (what?). Alice studies Art History at the _____ (where?) and is also going to receive a degree in Art History next _____ (when?). They met in Peru in _____ (when?) while they _____ (what?) together in the Andes. They have been engaged for three year.

**III. Closure**

    A.  Review with class the importance of effective question making. Ask the students to gives various reasons why someone would ask a question and the importance of making the question clear and easy to understand.

Day 7: Google in the Classroom: How to get the most out of Google Search – Part 1

**I. Anticipatory Set**

    A.  Ask students about their experience using Internet search engines like Google, Yahoo, or Bing to find information. (Internet Search Engines Handout)

- How often do you use search engines to find information?
- Which ones do you prefer?
- Have they ever been frustrated when they couldn't find what they were looking for?
- Do you have any strategies for using particular search engines?
- Do you think someone can learn how to search more skillfully, and how would that benefit their life?

**II. Activity Sequence 1**

    A.  Engage in a short class discussion.

        i.  Split class into multiple groups of two, assigning each group a computer.

        ii.  Search Assignment:

            a.     "What day will the president's birthday fall on next year?"

        b.      Students may use any search engine they want.

        c.      Share the top results of the searches with the class as they find them.

    iii.   Ask the class, did anyone find the answer? If no, then ask what we would do next in order to find that information. Focus attention on the fact that you will need to have some information in order to answer the question: name, date of birthday, calendar,...

    iv.   When the answer is found, have the group who found it first explain the thought process and actions they took to arrive at the right results quickly. Have the group re-enact their search in front of the class on the digital projector. Call attention to the important details like key words and how they reasoned which was the most likely result to click on. Use leading questions to have the group members explain to the class the thought process underlying their success.

    v.   Afterwards, perform a new search on the digital projector in front of the class. Have the class guide you in selecting key words and which results to view. Be purposefully vague in how you search, and let the class direct you into more specific ways of searching. Ask students to reiterate the reasons behind their thought processes as they call out directions to you.

## III. Closure & Anticipatory Set for next day

    i.   Wrap up by asking what they have discovered about searching online. Is there a method to the madness?

   B.  Have students complete the "What I leaned & How I will use" portions of the KWLA chart for Polite requests. (KWLA Chart Handout)

   C.  Have a brief discussion overviewing everything that was covered in the lesson.


Day 8: Google in the Classroom: How to get the most out of Google Search – Part 2

## I. Introduction

   A.  Briefly review the material from the day before.

## II. Activity Sequence 2

   A.  Assign students to small groups

   D.  Have each group come up with their own research questions. The questions may be from school or personal interest, but they must be open-ended, and not answered by looking up a fact. Encourage questions whose answers may differ based on interpretation, or questions where there may be several different correct answers. For example, "How many people use Google search daily?" or "What is the most agreed upon definition of success in life?"

   E.  Once the groups have their questions, give the class the following directions:

    i.   Seek to answer your assigned question by conducting an Internet search.

    ii.   You must use different search engines and strategies, and keep track of how the search "goes" using the various resources and methods.

    iii.   Once you find an answer that you are confident in, do another search to verify the information.

    iv.   When you are finished, evaluate the reliability of all of the Internet resources that you used.

    v.   Prepare to tell the story of your search, including what worked and what didn't, anything surprising that happened, things that would be good for other searchers to know, "lessons learned," etc.

               a.      Be sure to include:

- Ways and examples of using keywords and Boolean logic effectively.
- Ineffective examples of keyword searches that result in too much, too little or useless information.
- Examples of how to sequence searches and why.
- Sites they find that answer their question and how they can tell whether these pages are reliable.
- Key words that were not familiar to you.
- How using different search engines yielded different results.

     vi.  Share with the class the following Internet resources to assist in their research. Allow students to use any additional resources as well.

        a.  Search Engines, Metasearch Engines, and Subject Directories:

- Google http://www.google.com/
- Bing http://www.bing.com/
- Yahoo http://www.yahoo.com/
- Southern Oregon University: Internet Searching Tools http://hanlib.sou.edu/searchtools/
- Education Portal: 20 of the Best Search Engines for Students http://education-portal.com/articles/20_of_the_Best_Search_Engines_for_Students.html
- Ask.com http://www.ask.com/
- Clusty http://search.yippy.com/
- Metacrawler http://www.metacrawler.com/
- ipl2 http://www.ipl.org/
- Open Directory Project http://www.dmoz.org/

F.   Allow students to work on the project for the rest of the day.


Day 9: Google in the Classroom: How to get the most out of Google Search – Part 3


**I. Anticipatory Set**

    A.  Briefly overview the activities that were completed in the prior lesson

    B.  Explain and Demonstrate to the class how to access and use Google Docs.

**II. Activity Sequence 3**

    A.  Have each group post their results on Google Docs.

       i.  Remind groups to refer back to the original directions so that they don't leave anything out (the most important part is not the answers to their research questions but how they found those answers, and what they learned along the way).

B. After all groups have posted to Google Docs and shared their documents with you (to edit), review each group's work in front of the class.

    i. As you go over the results, open a new Google Document and begin to copy and paste important tips regarding searching on the Internet from each group's work.

    ii. Explain that this new document will be published online as a class guide, so that everyone can have access to their notes on searching. Be sure to include student anecdotes and personal stories in the search advice.

## III. Closure

A. Wrap up the lesson and inform the class that they will have a class debate discussion the next lesson.

B. Provide the students with the debate topic, "Violence In the Media" and KWL Chart.

    iii. Have students complete the "What I know & Would like to know" portions of the KWL chart for Violence In the Media. (KWL Chart Handout)

    iv. Have students review the image, "Does Violence in the Media Lead to This?". Located at: http://lametti.glogster.com/does-violence-in-the-media-lead-to-this-/

    v. Have students review the article, "How TV Affects Your Child". Located at: http://kidshealth.org/parent/positive/family/tv_affects_child.html

Day 10: Violence In The Media: Class Debate

## I. Anticipatory Set

A. Reintroduce the class to the discussion topic and review the "What I know & What I like to know" portions as a class.

    i. Review the "Does Violence in the Media Lead to This?" image and the data from the "How TV Affects Your Child" article.

B. Explain that the debate is not about beliefs, but it is about:

    i. Applying everything that was learned throughout the unit.

    ii. Communicating in a discussion context.

    iii. Recognizing and correcting errors and language problems.

C. Review language used when expressing opinions, disagreeing, making comments on other person's point of view, etc. (See work sheet)

## II. Activity Sequence

A. Ask students for examples of violence in various media forms and ask them how much violence they experience second hand through the media every day.

B. Have students consider which positive or negative effects this amount of violence in the media has on society.

C. Based on students' responses, divide groups up into two groups. One group arguing that government needs to more strictly regulate the media and one arguing that there is no need for government intervention or regulation.

    i. Put students into the group with the opposite opinion of what they seemed to believe in the warm-up conversation.

D. Give students worksheets including ideas pro and con. Have students develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion. (Talking Points Handout)

E. Once students have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.

F. Have students prepare notes and make rebuttal to the expressed opinions.

G. While the debate is in progress, take notes on common errors made by the students (e.g. grammar, verb usage, improper question form, etc).

**III. Closure (Reflect Anticipatory Set)**

H. At the end of debate, take time for a short focus on common mistakes.

    i. Discuss with the students, the errors and language problems that were made during the debate.

I. Ask students to take a moment and fill out the "What I leaned" section of the KWL chart.

J. As a class discuss their responses.

| Approximate Time Needed: |
| --- |
| The unit will take approximately 2 weeks (10 days) to complete. |

| Prerequisite Skills: |
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| Students should possess the second level of TESOL Language Proficiency: <u>Level 2 – Emerging</u>.<br><br>Students should be able to do computer basics:  turn on, click icons, etc. |

## Materials and Resources Required For Unit

### Technology – Hardware:  (Click boxes of all equipment needed)

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| --- | --- | --- |
| ☐ Camera | ☐ Laser Disk | ☐ VCR |
| ☒ Computer(s) | ☒ Printer | ☒ Video Camera |
| ☐ Digital Camera | ☒ Projection System | ☐ Video Conferencing Equip. |
| ☐ DVD Player | ☐ Scanner | ☒ Other: Dry Erase Board |
| ☒ Internet Connection | ☐ Television | |

### Technology – Software:  (Click boxes of all software needed.)

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| ☒ Database/Spreadsheet | ☒ Image Processing | ☐ Web Page Development |
| ☐ Desktop Publishing | ☒ Internet Web Browser | ☒ Word Processing |
| ☒ E-mail Software | ☒ Multimedia | ☒ Other: Facebook |
| ☐ Encyclopedia on CD-ROM | | |

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| Printed Materials: | Compliments Lesson - Handouts adapted from Manes & Wolfson (1981), Billmyer (1990), Dunham (1992).<br>Asking Questions Lesson – Exercise 2: Student A & B Handout<br>Violence in the Media: Debate Lesson – "Does Violence in the Media Lead to This?" image, "How TV Affects Your Child" article, Talking Points Handout |
| Supplies: | Dry Erase Markers, Eraser, Pencils, Paper, Stopwatch, Power extension cord |
| Internet Resources: | Introduction and tutorial for Google Docs:<br>http://www.teachertube.com/members/viewVideo.php?video_id=9618&title=Google_Docs_in_Plain_English<br>http://services.google.com/apps/resources/overviews_breeze/DocsSpreadsheets/index.html<br><br>Google Search Basics<br>http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=134479<br><br>Google Search Basics: More Search Help<br>http://www.google.com/support/websearch/bin/answer.py?answer=136861<br><br>Internet Tutorials: Boolean Searching on the Internet<br>http://internettutorials.net/boolean.asp |

| Accommodations for Differentiated Instruction (Exceptionalities) | | |
|---|---|---|
| | Resource Student: | i. Special consideration given to the strengths and weaknesses in research and technology skills for individual students when forming groups.<br>ii. After school assistance offered to any students having trouble with reading, understanding the material, or technology issues.<br>iii. Collaborate online with students needing assistance with their writing in real time through Google Docs .<br>iv. Peer tutoring could be employed for students needing extra assistance.<br>v. Supply extra time for research.<br>vi. Get support from specialist educators, parents, or peer tutors.<br>vii. Provide visual aids.<br>viii. Provide support during tasks that require reading. |
| | Gifted Student: | i. Special consideration given to the strengths and weaknesses in research and technology skills for individual students when forming groups.<br>ii. Ask the student to take on leadership roles when working with groups.<br>iii. Have the student assist students that are not as gifted. |
| | Student Assessment: | Portfolio Assessment:<br>Rubrics from each lesson and activity; including handouts, projects, etc. will be compiled into a portfolio. At the end of the unit, both student and teacher will review portfolio to allow the student to provide feedback and self-assess their progress throughout the unit.<br>Students will turn in handouts from each lesson to be graded.<br><br>Students will be video recorded during each discussion activity and recording will be archived in portfolio for teacher and student assessment of both Affective and Psychomotor domains (Bloom's Taxonomy).<br>The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl, Bloom, and Masia, 1973) .<br>The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution (Simpson, 1972).<br><br>Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.<br>Simpson E. J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.<br><br>Assessment forms used:<br>Assessment will consist of a frequency observation forms, writing conference logs, learning participation inventory, checklists, and rubrics for indicating the level or quality of work produced by each individual student or group at each step of the lesson. |

# Politeness; the context in which it occurs
## ESL Thematic Unit Plan
## References

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