

<b>Language and Level</b>	<b>Target language: English Level:</b> 6th grade students around twelve years of age. They have little to no exposure to English and have had no formal English instruction.	<b>Approximate Length of Unit</b>	2 weeks
		<b>Approximate Number of Minutes Weekly</b>	60 minutes
<b>Theme</b>	I am a catalyst for change		
<b>Essential Questions</b>	<p>Can I make a difference in my country?</p> <p>How can I make my voice heard?</p>		
<b>Enduring Understandings</b>	<p>You can make a difference regardless of your age.</p> <p>Writing a letter is one way to express your opinions or concerns.</p> <p>Letter writing can define and construct relationships between people</p> <p>Communication can happen regardless of distance or status</p>		
<b>Goals</b>	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>- Write a letter to a public official expressing an opinion</li> <li>- Express their opinions about a social issue by using specific verbs to describe their needs</li> <li>- Justify their reasoning for the topic they choose to write about</li> <li>- Use appropriate structure of formal letter writing</li> <li>- Use an appropriate register to convey respect and politeness</li> </ul>		
<b>Summative Performance Assessment</b>	<p>Students will write a letter to the first lady of Haiti, Sophia Martelly. By writing a letter to the first lady, students will demonstrate their understanding about how they can make a difference in their community. In the letter they will express their opinion about a social issue. After they have written their letter we will try to send the letters.</p> <p>Students will be scored with a rubric. *Rubric found below</p>		

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
Greetings	Dear____,	Name of the First Lady: Sophia Martelly Mr. Mrs. Ms.
Expressing Opinions	I believe... I would like... I think that...	Important Impacting Crucial
Developing questions	Would you be able to... Can you help...	May I... Could I... Would it be possible to...
Key Learning Activities/Formative Assessments		
Key learning activities/formative assessments	How do these support unit goals/performance tasks?	
Example letter	Makes students familiar with formal letter writing conventions.	
Picture walk	Scaffold students understandings about social issues	
Brainstorm the topics they would like to write about	Organize their ideas and rationale why they would want to write about a certain topic.	
Look at other types of letters to see the structure of letters	Raises students awareness of letter writing conventions across different types of letters.	

Resources	Technology Integration
<a href="http://www.childrenslibrary.org/icdl/BookReader?bookid=__lett_01100001&amp;twoPage=true&amp;route=simple_85,134_0_0_English_11&amp;size=0&amp;fullscreen=false&amp;pnum1=1&amp;lang=English&amp;ilang=English">http://www.childrenslibrary.org/icdl/BookReader?bookid=__lett_01100001&amp;twoPage=true&amp;route=simple_85,134_0_0_English_11&amp;size=0&amp;fullscreen=false&amp;pnum1=1&amp;lang=English&amp;ilang=English</a>	Use the DELL laptops to view the story.

**RUBRIC**

	<b>4 Excellent</b>	<b>3 Good</b>	<b>2 Fair</b>	<b>1 Poor</b>
<b>Register</b>	Consistent usage of appropriate register; usage of modals and vocabulary words	Frequent usage of appropriate register; usage of modals and vocabulary words	Some usage of appropriate register; occasional usage of modals and vocabulary words	Rare or no usage of appropriate register; no use of modals and vocabulary words
<b>Formal letter writing conventions</b>	Consistent usage of formal letter writing conventions (e.g. heading, greeting, body, closing, signature)	Frequent usage of formal letter writing conventions (e.g. heading, greeting, body, closing, signature)	Occasional usage of formal letter writing conventions (e.g. heading, greeting, body, closing, signature)	Rare or no usage of formal letter writing conventions (e.g. heading, greeting, body, closing, signature)
<b>Clarity</b>	Exceptionally clear; ideas are easy to follow	Generally clear; able to follow ideas	Lacks clarity; ideas are difficult to follow	Unclear; ideas are impossible to follow
<b>Use of describing verbs</b>	Consistent usage of describing verbs (e.g. I want, I think, I believe, etc.)	Frequent usage of describing verbs (e.g. I want, I think, I believe, etc.)	Some usage of describing verbs (e.g. I want, I think, I believe, etc.)	Rare or no usage of describing verbs (e.g. I want, I think, I believe, etc.)