# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Aaron Ball | |
| School District | | | | | Huntsville City | |
| School Name | | | | | Davis Hills Middle | |
| School City, State | | | | | Huntsville, Alabama | |
| **Unit Overview** | | | | | | |
| **Unit Title: Oil, Oil, Oil Everywhere! Gulf Oil Spill** | | | | | | |
| Distinguishing factual from fictional materials | | | | | | |
| **Unit Summary** | | | | | | |
| After investigating how and where to find oil, how oil pipe lines are used, how the oil is retrieved from the wells and what guidelines are in place to protect the environment in case there is an oil spill, how the recent oil spill has affected Alabama, the students will assume the role of the Governor of Alabama and lobby the Alabama delegation for more funds to aide the affected regions of Alabama. Students will also create a newspaper to report their findings about the Gulf oil disaster to the general public. | | | | | | |
| **Subject Area** | | | | | | |
| English | | | | | | |
| **Grade Level** | | | | | | |
| 7th grade | | | | | | |
| **Approximate Time Needed** | | | | | | |
| 8 – 45 minutes classes | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats. | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
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| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | How can we help our coastal communities during a crisis? | |
|  | | **Unit Questions** | | What can governments and coastal communities do to rid their areas of pollutants? How can this be accomplished? What ways can a message be effectively communicated? | |
|  | | **Content Questions** | | What impact has the oil spill had on the Gulf coast states’ environment?  How can we use the basic elements of design to address the purpose of a newspaper and electronic communications?  What are the steps used to design a newpaper? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * *KWL Chart* * *List* | *KWL Chart*  *Questioning* | * *Review sample project* * *Research other oil spills* * *Journal* | * *Peer feedback* * *KWL Chart* * *Proof Reading Guide* | * *KWL Chart* * *Project Scoring Guide* | * *Presentation* * *Reflection* | | | | | | | |
| **Assessment Summary** | | | | | |
| Students meet in small groups to brainstorm ideas while the teacher listens to their ideas to gauge their interest level and to begin to identify roles that students might assume during the project. Students will complete a ***KWL Chart.***  Students develop questions for the communication to the delegation, which are reviewed by the teacher to ensure that students are on track and will be prepared for sending out the communication. During the project work, students create a ***project plan*** to guide the project development. The plan is also used as a tool to discuss the project with other groups and for the teacher to track students’ work. Before students delve into final products, they share their mock-ups with the class and get feedback for revisions using their ***proofreading guide sheet.***. To help guide their group’s work and ensure success, a ***project scoring guide*** will be used for the delegation and the newspaper. Students engage in a discussion and complete a ***final reflection*** about the project to share their learning and provide feedback. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| How to use email, copying, pasting inserting and modifying images. | | | | | |
| **Instructional Procedures** | | | | | |
| **Prior to Instruction** If you are not familiar with MS Publisher, begin by taking a course or seeking assistance from other teachers, parents, or students.  **Setting the Stage**  Begin the unit by asking the Essential Question, How can we help our coastal communities during a crisis? Ask students to think individually about the question and then discuss their responses with each other. Ask for volunteers to share their responses with the whole class.    **Posing Questions and Eliciting Prior Knowledge**  Introduce the Essential Question, ***How can we help our coastal communities during a crisis?*** Ask students to brainstorm their thoughts, examples, and ideas, and record their responses on a chart. Keep this chart to refer to as the unit unfolds. Then ask students to consider the following questions:   * *Are there risks when drilling for oil?* * *How can we find out?*   Guide students in a class discussion highlighting scientific method and engineering process components used in drilling for oil. | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | * Provide extra support, using teaching assistants, parent aides, and student helpers * Modify the amount of work required * Create teams that support all learners * Reduce reading and writing requirements, and provide more visual aids and work samples * Let students act as specialists in areas such as photography and art | | |
|  | **Nonnative Speakers** | | * Create newspaper in student's first language * Modify work requirements * Use visual aids * Pair the student, if possible, with a more proficient bilingual student | | |
|  | **Gifted/Talented Students** | | Have students serve as specialists | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

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| **Printed Materials** | untitled2 |
| **Supplies** |  |
| **Internet Resources** | Int Resc |
| **Other Resources** | untitled2 |

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