



UNIT GRAPHIC ORGANIZER

SUBJECT: ENGLISH LITERATURE

UNIT: 4

COURSE: Seventh

TEACHER: Sebastián Guzmán.

DATE: September 9th 2019

Teenage Con Man/Fingerprints Don't lie – Or Do They? "I Then"

THROUGH LINES:

1. Why do some people some people get into trouble with the police?
2. What things do they do that are against the law?
3. Would you like to work in the field of justice? Why or why not? If so, what job would you like to have?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

Students will learn and get familiar with characteristics of the field of justice by reading some stories with the aim of increasing knowledge.	Students will understand the reason why some people get in trouble with the police by writing opinions, believes and reflections about certain situations involving criminal justice.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> - To talk about troubles people get into with the police. - To participate in games and dynamic activities making use of the target language and vocabulary. <p>SYNTHESIS PROJECT</p> <p>Students will create a comic strip which they will invent a criminal case similar to TV program “medical detectives” where they will include every single step from that case in detail and how it was solved.</p> <p>WEEK 1 and 2 The teacher will divide the classroom into groups of 4 students. After doing so, students will be informed about how the project is going to be.</p>	2 weeks	<ul style="list-style-type: none"> - Asking prior knowledge questions. - Organizing information into a mind map. - Doing vocabulary activities. 	Use of communication and learning strategies. Participating in oral interaction.

<p>Guided Stage</p>	<ul style="list-style-type: none"> - To write and narrate actions from a criminal case. - To learn and get familiar with vocabulary about criminal justice from the readings. - To find main details and support details from the readings. <p>SYNTHESIS PROJECT</p> <p>WEEK 3 and 4 Students will gather information and organize it in order to start designing the comic. Students will hand it the first draft of their project.</p> <p>WEEK 5 and 6 Students will show the final draft to the teacher with the purpose of presenting it in two weeks. The students will prepare their final version of the comic.</p>	<p style="text-align: center;">4 weeks</p>	<ul style="list-style-type: none"> - Finding main ideas and supporting details. - Using a sequence chart. - Answering questions and giving information from the readings. - Completing exercises using the target language - Interacting orally among students and the teacher. 	<p>Evidence of text comprehension.</p> <p>Pertinence of the message.</p> <p>Use of knowledge acquired.</p>
<p>Learning Evidence</p>	<p>WEEK 7 and 8</p> <p>The students will present their comic about a criminal case to the teacher who will check they make use of what the students learned from the readings and the structure of the strip.</p>	<p style="text-align: center;">2 weeks</p>	<ul style="list-style-type: none"> - Designing instructions and clues. - Creating specific material - Showing a final outcome - Applying the activity <p>- Rubric's criteria</p> <ul style="list-style-type: none"> ✓ Using time expected ✓ Using the target language accurately ✓ Speaking with appropriate intonation and word stress. ✓ Answering appropriately. 	<p>Use of resources.</p> <p>Use of communication and learning strategies.</p> <p>Participation in oral interaction.</p>