



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English

**UNIT:** 4

**COURSE:** Fourth

**TEACHER:** July García, Reynaldo Núñez, Alexis Rivera

**DATE:** September 09<sup>th</sup> 2019

### NATURAL WORLD / WORLD OF SPORTS

**THROUGHLINES:**

1. What can you see in your country related to natural world?
2. How should you care the nature?
3. What's your favorite sport? Why is it important?
4. What have been your best experience?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS**

<p>The students will comprehend how to give advices by reading activities in order to care the natural world and use the key vocabulary.</p>	<p>The students will understand how to identify endangered species through listening activities in order to describe problems and characteristics about them.</p>	<p>The students will interpret different pictures related to recently completed actions of sports by writing activities in order to contextualize situations in present perfect.</p>	<p>The students will talk about meaningful experiences they have lived through speaking activities in order to express relevant facts and introduce alternatives to be an excellent paleontologist.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To play: "Discovering my natural country"</li> <li>2. To mime the endangered animal.</li> <li>3. To watch a video sing songs</li> <li>4. To draw favorite experiences.</li> </ol> <p style="text-align: center;"><b>Synthesis Project:</b></p> <p><b>Week 1:</b> To socialize the general aspects of the project.</p> <p><b>Week 2:</b> To set the criteria and schedule.</p>	<b>2 Weeks</b>	<ul style="list-style-type: none"> <li>- Recognizing important aspects according to the context.</li> <li>- Acting and showing relevant characteristics.</li> <li>- Asking and answering questions about the video.</li> <li>- Describing the context and expressing meaningful emotions.</li> <li>- Explaining the steps proposed.</li> </ul>	<ul style="list-style-type: none"> <li>- Takes turns when speaking and answering appropriately.</li> <li>- Participates in oral interaction.</li> <li>- Pays selective attention.</li> </ul>
<b>Guided Stage</b>	<ol style="list-style-type: none"> <li>5. To read and match sentences.</li> <li>6. To listen and check key vocabulary.</li> <li>7. To make a mind-map related to sports and aspects of these.</li> <li>8. To talk about experiences.</li> </ol>	<b>4 Weeks</b>	<ul style="list-style-type: none"> <li>- Interpreting various pictures related to the nature.</li> <li>- Writing words to complete ideas of animals.</li> <li>- Identifying common sports.</li> <li>- Expressing relevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Shows and tells functional language.</li> <li>-Evidences comprehension in specific contexts.</li> </ul>

	<p><b>Week 3:</b> To watch a video related to fossils of extinct animals.</p> <p><b>Week 4:</b> To choose an extinct animal and describe its main characteristics.</p> <p><b>Week 5:</b> To draw a sketch of the extinct animal.</p> <p><b>Week 6:</b> To bring materials needed according to the animal (play dough, shells, leaves, glue, colors...)</p>		<ul style="list-style-type: none"> <li>- Answering specific questions.</li> <li>- Identifying the animals in extinction.</li> <li>- Following the instructions given by the teacher and Using the materials needed.</li> <li>- Taking into account the steps socialized.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses information to carry out another task.</li> <li>- Uses human and material resources to carry out the task.</li> </ul>
<p><b>Learning Evidence</b></p>	<p style="text-align: center;"><b>SYNTHESIS PROJECT:</b></p> <p style="text-align: center;"><b><u>I have been the best paleontologist</u></b></p> <p>This project will be focused on the importance of the preservation of nature, the care of species in extinction and conservation of experiences lived in the environment. Thus, students will design a fossil, in which, they will explore new adventures and reflect.</p> <p><b>Week 7:</b> To finish the project and write a general description of this.</p> <p><b>Week 8:</b> To present the project</p>	<p style="text-align: center;"><b>2 Weeks</b></p>	<ul style="list-style-type: none"> <li>-Taking into account the rubric for oral presentation (time limit, pronunciation, vocabulary, interactive communication and good grammar).</li> <li>- Reflection about the steps made during the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Consults the teacher and his/ her pairs.</li> <li>- Provides work of the highest quality.</li> </ul>