



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** ENGLISH LITERATURE

**UNIT:** 4

**COURSE:** Seventh

**TEACHER:** Sebastián Guzmán/Ricardo Ladino

**DATE:** September 6<sup>th</sup>, 2021

**PEOPLE/THE UNIVERSE**

**THROUGH LINES:**

1. What did some people do to become famous?
2. Why do governments send people to the space?
3. Would you like to travel to the space? Why or why not?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will understand the importance of the contributions done by famous and/or incredible people around the world by means of reading different texts with the aim of contributing to the society and develop a critical thinking.</p>	<p>The students will comprehend different aspects the universe involves and the reasons why people are sent to explore the space with the purpose of increasing knowledge and establish relations between the world they live in and the universe when writing their opinions and beliefs.</p>
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	<b>UNDERSTANDING PERFORMANCES</b>	<b>TIME</b>	<b>ASSESSMENT</b>	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>- To play virtual games involving the current topic and vocabulary.</li> <li>- To identify and get familiar with vocabulary from the texts.</li> <li>- To watch videos related to famous and/or volunteer people, and people who travel</li> </ul> <p><b>SYNTHESIS PROJECT</b> Students will design an infographic where they will include information about the contributions done by them like a volunteer person at home as well as a general description about a famous person with which they will feel identified by her/his contributions to the world.</p> <p><b>WEEK 1 and 2</b> The teacher will inform about how the project is going to be. It will be individual. Students will choose a famous person with whom they will feel identified by her/his contributions to the world.</p>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>- Asking prior knowledge questions.</li> <li>- Following a sequence based on instructions.</li> <li>- Organizing information into mind maps.</li> <li>- Bringing out new vocabulary and key words.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses communication and learning strategies. participating in oral interaction.</li> <li>- Uses given information to carry out a task.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>- To describe their family using vocabulary related to the space.</li> <li>- To identify what people, do (contributions) to become famous from the readings.</li> <li>- To find main and supporting details from the readings.</li> </ul> <p><b>SYNTHESIS PROJECT</b></p> <p><b>WEEK 3 and 4</b> Students will think of their family role in and then, they will answer some questions about those contributions what they do at home like people (volunteers). Students will hand it the first draft of their project.</p> <p><b>WEEK 5 and 6</b> 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 infographic.</p>	<p style="text-align: center;"><b>4 weeks</b></p>	<ul style="list-style-type: none"> <li>- Matching words to meanings.</li> <li>-Finding main ideas and supporting details.</li> <li>- Scanning to predict content.</li> <li>-Answering questions and giving information from the readings.</li> <li>-Completing exercises using the target language.</li> <li>-working out meaning from context.</li> <li>-Interacting orally among students and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidences text comprehension.</li> <li>- Uses of pertinence of the message.</li> <li>- Uses knowledge acquired.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>WEEK 7 and 8</b></p> <p>The students will present their infographic about their contributions done at home as part of an activities schedule making use of what the students learned from the readings and the target vocabulary.</p>	<p style="text-align: center;"><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>- Designing instructions and clues.</li> <li>- Creating specific material</li> <li>- Showing an outcome</li> <li>- Applying the activity</li> </ul> <p>Platform progress units 7 and 8.</p>	<p>Use of resources.</p> <p>Use of communication and learning strategies.</p> <p>Participation in oral interaction.</p>