



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** ENGLISH LITERATURE

**UNIT:** 4

**COURSES:** SIXTH

**TEACHER:** Carolina Bautista/Sebastián Guzmán

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

### FOOD AND CULTURE/TRASPORTATION

**THROUGHLINES:**

1. What foods do you usually buy?
2. Which food do you enjoy eating?
3. How long do most people spend in traffic?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The students will comprehend how important is to know about culture, food and transportation by reading some texts in order to get new vocabulary and apply reading strategies.	The students will understand texts based on culture, food, and transportation by writing a composition about the most beautiful city in the world in order to promote critical thinking.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>- To play virtual games involving the current topic and vocabulary.</li> <li>- To participate in dynamic activities making use of the target language and vocabulary.</li> <li>- To identify and get familiar with vocabulary from the texts.</li> <li>- To watch videos as well as power point presentations related to sports, competitions, businesses and marketing.</li> </ul> <p><b>SYNTHESIS PROJECT:</b>  <b>Week 1 and 2</b>            Students will design a presentation on "Powtoon" where they will present cultural aspects related to a city from Colombia or around the world. They will highlight information from the food, transportation among other relevant aspects from such city in a dynamic and interactive and creative way.</p>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>- Describing different types of cosine by using Cambridge games app.</li> <li>- Classifying information about food, culture and transportation and explore some applications in order to get new vocabulary.</li> <li>- Debating about what the best city around the world is.</li> </ul>	<ul style="list-style-type: none"> <li>- Initiates react to maintain and ends oral interactions.</li> <li>- Uses communication strategies.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>- To describe certain recipes and means of transport.</li> <li>- To learn and get familiar with vocabulary in regard to food and transportation from the readings.</li> <li>- To find main and supporting details from the readings.</li> </ul> <p><b>SYNTHESIS PROJECT: week 3 And 4</b> They will search information about the city chosen and explore the digital platform "Powtoon". <b>Week 5 and 6</b> to decode some info and work on elaboration of the presentation.</p>	<p style="text-align: center;"><b>4 weeks</b></p>	<ul style="list-style-type: none"> <li>- Explaining different facts according to their readings.</li> <li>- Writing and using proper grammar.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses the proper tenses structures.</li> <li>- Uses strategies to carry out the task.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>SYNTHESIS PROJECT :</b></p> <p><b>Week 7 and 8</b> The students will make a presentation about the best city around the world by using vocabulary and expressions seen in class. Then, students will present this outcome and submit it in Google Classroom.</p>	<p style="text-align: center;"><b>2 and 4 weeks</b></p>	<ul style="list-style-type: none"> <li>- Giving the presentation with the information according to the topics worked in class.</li> <li>- Speaking rubric. Presenting in groups about the best city around the world?</li> </ul>	<ul style="list-style-type: none"> <li>- Uses proper preinitiation and intonation required in the task.</li> <li>- Takes risk to ask questions, give information expressing ideas.</li> <li>- Understands point of view.</li> </ul>