



**UNIT GRAPHIC ORGANIZER**

**SUBJECT: ENGLISH LITERATURE**

**UNIT: 4**

**COURSE: EIGHT**

**TEACHER: RICARDO LADINO PEREZ**

**DATE: SEPTEMBER 6<sup>th</sup>**

**FINANCE, ECONOMICS AND FASHION**

**THROUGHLINES:**

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| <ol style="list-style-type: none"> <li>1. What cities in the world are today center of finance?</li> <li>2. What piece of clothing do you spend your money on the most?</li> </ol> |
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**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will comprehend how important is to understand how fashion affects people lives by researching and reading some texts and distinguish facts from opinions in order to get new vocabulary and new knowledge applying by writing argumentative essays, strengthening critical and argumentative skills</p>	<p>The student will understand the importance of economics to improve the quality lives by reading texts based on economic issues, analysing by describing graphs noun phrases and verb phrases, with skimming information in order to write analysis essays to promote critical thinking.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>- To watch videos about fashion and industrialization describing formal and non-formal clothes in your country</li> <li>- To talk about common knowledge about clothes and fashion.</li> <li>- To read about fashion and culture identifying vocabulary and getting main ideas from the readings.</li> </ul> <p><b>SYNTHESIS PROJECT</b>  <b>PROGRESS: week 1 and 2.</b> to define topics, groups, and responsibilities.</p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Discussing about past, present and future by forums and blogs online.</li> <li>2. Talking about fashion and economic, comparing information coming from the web.</li> <li>3. Skimming information from analysis essays. Selecting important and non-important information.</li> <li>4. Sharing previous knowledge by building mind maps and schemas organizing information mixing the information that comes from their partners and their own information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses oral interventions with communicative strategies.</li> <li>2. Participates in oral interaction, giving opinions by forums and Blogs.</li> <li>3. Uses reading and writing strategies.</li> </ol>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>- To watch videos about financial centres around the world and industrialization describing formal and non-formal clothes in your country.</li> <li>- To read about fashion and economic issues that affect human daily lives and thoughts.</li> <li>- To look for real articles and videos about Fashion and economic created to define cultural aspect in people's lives.</li> <li>- To write an essay about fashion and cultures.</li> </ul> <p><b>SYNTHESIS PROJECT</b>  <b>PROGRESS: week 3 and 4:</b> Students will make a museum, which must Show different pictures, selected by them, which helps to show the relation between fashion around the world. This museum should be promoted in a creative way, showing outfits that represent the different moments in time and their clothes characteristic based in economical moments.</p> <p><b>Week 5 and 6:</b> To the first advance the students need to select the time that they want to work, some pictures and present these pictures with a general information about it using any type of apps.</p>	<p style="text-align: center;"><b>4 weeks</b></p>	<p>5. Explaining different knowledge facts according to their reading, creating virtual presentations.</p> <p>6. Writing using proper grammar and syntax. (Analysis and argumentative essay structures).</p>	<p>4. Follows instructions.</p> <p>5. Uses technological tools to create mind maps.</p> <p>6. Uses the proper tenses structures.</p> <p>7. Uses reading strategies to carry out the task.</p>
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<p><b>Learning Evidence</b></p>	<p><b>Week 7 and 8:</b> Students will have to show their respective museum rooms making emphasis in the pictures and information about fashion around the world. At the same time kids will participate actively in their classmates' rooms by make comments and qualifying their partners' presentations based in a rubric to asses creativity, originality and the and the relationship between the outfits and the economical factor in each time.</p>	<p><b>2 weeks</b></p>	<p>7. Using grammar, vocabulary, and expressions accurately.</p> <p>8. Speaking and writing rubrics about Fashion and economic knowledge.</p> <p>9. Using virtual aids to show and present their ideas and opinions.</p>	<p>8. Uses proper preinitiation and intonation required in the task.</p> <p>9. Takes risk to ask questions, give information and expressing ideas.</p> <p>10. Understands and respects points of view.</p>
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