



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** English Literature

**UNIT:** 4

**COURSE:** Seventh

**TEACHER:** RICARDO LADINO PEREZ

**DATE** September 12<sup>th</sup>, 2022

**PEOPLE AND THE UNIVERSE**

**THROUGHLINES:**

1. Who are the most famous people in your country?
2. What are the dangers of traveling to space?
3. What are some goals of future space travel?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

|   |  |
|---|--|
| <p>The students will comprehend how important is to know about important people, and space travel by reading some texts, and distinguishing facts from opinions in order to get new vocabulary about famous people, space travel, and new knowledge applied by writing argumentative essays, strengthening critical and argumentative skills.</p> | <p>The students will understand the importance of knowing famous people, and space travel by reading texts based on space travel and amazing people analyzing them by describing graphs noun phrases, and verb phrases by 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 discuss amazing people and space travel.</li> <li>- To get involved in games to identify and learn vocabulary from the texts about famous people.</li> <li>- To scan and predict content.</li> </ul> <p><b>SYNTHESIS PROJECT</b></p> <p><b>Week 1 and 2</b></p> <p>The teacher will present the project. After doing so, students will be informed how the project is going to be.</p> | <b>2 weeks</b> | <ul style="list-style-type: none"> <li>- Reading for details.</li> <li>- Asking for prior knowledge to predict content.</li> <li>- Understanding key vocabulary.</li> <li>- Analysing a graph.</li> </ul> | <p>Uses of communication and learning strategies.</p> <p>Participates in oral interaction.</p> |

|                                 |   |   |   |  |
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| <p><b>guide Stage</b></p>       | <ul style="list-style-type: none"> <li>- To describe different sports.</li> <li>- To organize sentences.</li> <li>- To describe a graph.</li> </ul> <p><b>Synthesis project progress:</b><br/><b>Week 3</b></p> <p>Students will describe a famous person doing a brochure talking about their career, family, real name, favorite food why is famous. ...etc. using images and real information.<br/>Students will use cardboard or craft paper to carry out their projects.</p> <p><b>Week 4</b></p> <p>Students will choose a famous person taking account of their biographies to make the brochure give different information.</p> | <p style="text-align: center;"><b>4 weeks</b></p> | <ul style="list-style-type: none"> <li>- Writing advantages and disadvantages of famous people and space travel.</li> <li>- Completing exercises using the target language.</li> <li>- Finding ideas and supporting details.</li> </ul> | <p>Shows evidence of text comprehension.</p> <p>Gives Pertinence to the message.</p> <p>Uses of knowledge acquired.</p>  |
| <p><b>Learning Evidence</b></p> | <p><b>Week 5 and 6</b></p> <p>The students will present their brochures, using cardboard or craft paper for their project.</p> <p><b>SYNTHESIS PROJECT</b></p> <p>Students will make the presentation by choosing and describing a famous person doing a brochure talking about their career, family, real name, favorite food why is famous. ...etc. using images and real information.<br/>Students will use cardboard or craft paper to carry out their projects.</p>  | <p style="text-align: center;"><b>2 weeks</b></p> | <ul style="list-style-type: none"> <li>- Following steps and instructions.</li> <li>- Creating specific material.</li> <li>- Showing an outcome.</li> </ul>   | <p>Uses of resources.</p> <p>Uses of communication and learning strategies.</p> <p>Participates in oral interaction.</p> |