



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Communicative English      **UNIT:** 3  
**TEACHER:** Leonardo Bernal – Yuly Rincón – Kevin Rivera

**COURSE:** Eighth grade  
**DATE:** July 8<sup>th</sup>, 2024

**A HEALTHY FUTURE – INCREDIBLE WILDLIFE – MIXED FEELINGS –ON SCREEN – DIGITAL LIFE**

**THROUGHLINES:**

1. How are the exotic animals from your country?
2. What kind of things put you in a bad mood?
3. What are your favourite movie genres?
4. How do you prevent yourself from being ill or getting hurt?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will understand how to talk about people's health care, mood, wild animals and digital life by reading informative texts of life expectation and wild animals' life in order to describe important aspects about them.</p>	<p>The students will comprehend how to identify people's feelings and how do they react to different life situations by listening to audio-scripts in order to identify vocabulary and complete information in charts.</p>	<p>The students will understand how to describe popular past movies and movie genres by writing factual, opinion statements and using relative clauses in written activities.</p>	<p>The students will understand how to talk about people's health, injuries and ways to prevent illnesses by providing tips and ideas of a healthy menu in order to promote a healthy lifestyle.</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 fill a comparative chart between healthy vs. unhealthy habits.</li> <li>2. To analyse people's mood and how are they presented in people's life.</li> <li>3. To brainstorm about vocabulary related to movies.</li> <li>4. To talk about particularities of some wild animals.</li> </ol> <p style="text-align: center;"><b>Synthesis Project:</b>  <b>Weeks 1 and 2:</b> Explanation of the project and organization of work groups by 5 students and organization of the roles of each student.</p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Identifying main ideas and principal facts.</li> <li>2. Answering questions</li> <li>3. Emulating a real app promo video having in mind the present simple passive, phrasal verbs and mood adjectives.</li> <li>4. Answering questions based on people's life, animals, feeling and social media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands key elements.</li> <li>2. Listens for details about health care and moods.</li> <li>3. Follows the proper pronunciation and intonation related with feelings.</li> <li>4. Shows oral interaction using relative clauses.</li> </ol>

<p><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To read informative text to highlight relevant ideas about injuries and exotic animals.</li> <li>2. To listen to the formal reports about digital life.</li> <li>3. To make a poster based on digital interest.</li> <li>4. To practice grammar structures.</li> <li>5. To talk about feelings and moods over hypothetical situations in future life expectations.</li> <li>6. To develop activities from units 11 to 15 in the platform.</li> </ol> <p style="text-align: center;"><b>. <u>Synthesis Project</u></b></p> <p><b><u>Week 3:</u></b> Seeking stage: To look for information related to the five food group, and design a chart about it</p> <p><b><u>Weeks 5:</u></b> Information stage: Students should organize information related to body mass index and basal metabolic rate.</p> <p><b><u>Week 6 and 7:</u></b> Sketching stage: By considering the body max index and basal metabolic rate of each member of the group, students should design a healthy menu for each one of them.</p>	<p><b>4 weeks</b></p>	<ol style="list-style-type: none"> <li>1. Answering questions and highlighting main information.</li> <li>2. Filling gaps.</li> <li>3. Creating simple statements to describe social media.</li> <li>4. Participating in oral presentations.</li> <li>5. Using vocabulary and grammar learned</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows functional language.</li> <li>2. Uses specific details.</li> <li>3. Practices learning strategies.</li> <li>4. Follows a sequence.</li> <li>5. Shows understanding of key elements.</li> <li>6. Takes notes.</li> </ol>
<p><b>Learning Evidence</b></p>	<p style="text-align: center;"><b><u>Synthesis project:</u></b></p> <p style="text-align: center;"><b>MINDFUL EATING</b></p> <p>The students will demonstrate what they have learned by participating in an interactive exhibition about students' criteria for having a mindful eating. Due to it is s STEM project, this will be linked with the other subjects of the grade.</p> <p><b><u>Week 8:</u></b> Synthesis project presentation.</p>	<p><b>2 weeks</b></p>	<ol style="list-style-type: none"> <li>1. Using structures and vocabulary learned.</li> <li>2. Taking into account the rubric criteria made for the synthesis project presentation.</li> <li>3. Developing of the stages of the project on time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses functional language, human and material resources to carry out the task.</li> </ol>