



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** English

**UNIT:** 3

**COURSE:** Ninth grade

**TEACHER:** Erika Castillo - Lina Soto - Johanna Martínez

**DATE:** July 7th- 2025

**TITLE:**

**OFF TO SCHOOL – GETTING AROUND – #NOFILTER – READY TO COOK – CITY AND COUNTRYSIDE**

**THROUGH LINES:**

1. What have you done at school that was important for you?
2. What rules or advice should travelers follow to be respectful and safe in a new country?
3. Do you think using filters or editing photos changes the way we see ourselves and others? Why or why not?
4. What is your favorite dish to cook, and why do you like preparing it?

**GENERATIVE TOPIC**

**Green classroom, learning through energy**

**UNDERSTANDING GOALS:**

The students will <b>read</b> short texts about different places to study, ways of getting to school, and school-related anecdotes. They will identify main ideas, specific details, and key vocabulary related to study environments.	The students will <b>listen</b> to conversations, short talks, or audio clips about travel experiences, different means of transportation, and common travel activities. They will identify main ideas, specific details, and vocabulary related to travel plans.	The students will <b>talk</b> about the use of filters in photos, different devices used to take pictures, and popular photo editing apps. They will describe their personal opinions, experiences, and preferences using relevant vocabulary.	The students will <b>write</b> short texts about the advantages and disadvantages of preparing their own meals. They will describe cooking-related activities, express personal preferences, and give reasons using appropriate vocabulary and structures.
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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>	<ol style="list-style-type: none"> <li>1. To compare education methods and contexts.</li> <li>2. To explore destinations, means of transportation and vacation activities.</li> <li>3. To make a video about tips to take pictures and edit them.</li> <li>4. To discuss the best tips given in the videos made by the students.</li> </ol> <p><b><u>SYNTHESIS PROJECT:</u></b></p> <p><b>Weeks 1 and 2:</b></p> <p>Students will research various renewable energy sources (solar, wind, hydro, biomass, etc.) and choose one based on its feasibility, environmental impact, and potential</p>	<b>2 weeks</b>	<ol style="list-style-type: none"> <li>1. Exploring ideas and expressions related to school.</li> <li>2. Gathering information about destination and vacation activities.</li> <li>3. Expressing ways to edit photos and reasons to edit pictures or not.</li> <li>4. Sorting the most useful tips by groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relates previous experiences with given information from other contexts.</li> <li>2. Researches information about destination.</li> <li>3. Describes the step by step on how to use some editing apps.</li> <li>4. Highlights meaningful interventions.</li> </ol>

	<p>use in Colombia.</p> <p><b>Expected product:</b> A technical sheet with key information about the selected source and a brief justification of their choice.</p>			
Guided Stage	<ol style="list-style-type: none"> <li>1. To share recipes that are meaningful for them.</li> <li>2. To interpret and analyze articles related to food and famous chefs.</li> <li>3. To discuss articles about Australia's lifestyle</li> <li>4. To compare what the Colombian countryside lifestyle and city life looks like.</li> </ol> <p><b>Weeks 3 and 4:</b> Students will design a conceptual (not necessarily functional) prototype that uses the selected energy source. They will define objectives, basic operation, and potential materials.</p> <p><b>Expected product:</b> A detailed sketch or diagram of the prototype along with a written description.</p> <p><b>Weeks 5 and 6:</b> Students will investigate the history and development of the selected technology and analyze how it could be applied in the Colombian context (rural, urban, educational, etc.).</p> <p><b>Expected product:</b> A presentation (slides or poster) including materials used, history of the technology, and a proposal for local application.</p>	-4 weeks	<ol style="list-style-type: none"> <li>1. Sharing personal preferences and methods of cooking.</li> <li>2. Highlighting key details (background, context clues, vocabulary).</li> <li>3. Sharing understandings and key information from the text.</li> <li>4. Writing about their own lifestyle and how they imagine the opposite one.</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrates the physical and psychological process behind their favorite meals.</li> <li>2. Selects correct answers in a multiple-choice questionnaire and explains the reasons why the option was selected.</li> <li>3. Identifies main ideas and relevant details from the reading and shows understanding by summarizing main ideas.</li> <li>4. Compares rural and urban lifestyles using appropriate vocabulary and comparative structures written form.</li> </ol>
Learning Evidence	<p><b>Weeks 7 and 8:</b> Students will present their project to the class or other members of the school community. There will be a Q&amp;A session and peer/teacher feedback to improve the proposals.</p> <p><b>Expected product:</b> Oral presentation and submission of the final project report.</p>	2 weeks	<ol style="list-style-type: none"> <li>1. Presenting to the class.</li> <li>2. Explaining their product, how it works, in what contexts it could be more useful, and the process of creating it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clearly understands how the energy source works and its environmental impact.</li> <li>2. Shows a logical connection with the selected energy source, and clarity explaining the proposed functioning.</li> </ol>