



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: Fourth

TEACHER: Alexis Rivera/Marcela Pinzón

DATE: September 12th, 2022

NATURAL WORLD / WORLD OF SPORTS

THROUGHLINES:

1. What are the most important actions you should do to protect the nature?
2. Why are there some animals endangered in your country?
3. What's your favorite sport? Why is it important?
4. Have you ever taken part of a sport competition? How was that?

GENERATIVE TOPIC



UNDERSTANDING GOALS

<p>The student will comprehend how to describe actions made by people using Should and Shouldn't expressions by describing situations through reading articles in order to protect the natural environment.</p>	<p>The student will understand how to identify issues from endangered animals like zebra, Siberian Tiger, frogs, etc, by describing situations through listening to scripts in order to classify information.</p>	<p>The student will understand how to describe sports like soccer, ski, swimming, etc, and their features by using present perfect to designing posters through writing descriptions in order to apply target language.</p>	<p>The student will talk about sports like soccer, ski, swimming, etc, and how are they practiced by using present perfect for performing a sport player in order to present relevant information and use key vocabulary.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ol style="list-style-type: none"> 1. To play interactive games. 2. To mime the endangered animal. 3. To watch videos about most common sports. 4. To draw his / her favorite sport. <p style="text-align: center;">Synthesis Project:</p> <p>Week 1: To socialize the general aspects of the project.</p> <p>Week 2: To make a Pictionary about sports.</p>	2 WEEKS	<ul style="list-style-type: none"> - Recognizing main vocabulary about environments and endangered animals. - - Performing relevant features. - Asking and answering questions about things we should / shouldn't do. - Identifying main features. - Describing the context and expressing meaningful emotions. - Explaining the steps proposed. 	<ul style="list-style-type: none"> - Takes turns when speaking and answering appropriately. - Participates in oral interaction. - Pays selective attention.

<p>Guided Stage</p>	<ol style="list-style-type: none"> 1. To read and match sentences. 2. To listen and check key vocabulary. 3. To describe sports and how can be practiced. 4. To talk about sports students have been practiced. 5. To develop activities from units 7 & 8 in the platform. <p>Synthesis Project:</p> <p>Week 3: To watch a video related to unusual sports.</p> <p>Week 4: To choose a sport and describe its main characteristics.</p> <p>Week 5: To create an Olympic medal to be used during the presentation.</p> <p>Week 6: To looking for the custom by using objects from home.</p>	<p>4 WEEKS</p>	<ul style="list-style-type: none"> - Analyzing several pictures related to environments and endangered animals. - Completing ideas of animals and their environment. - Completing charts. - Expressing relevant reasons. - Answering specific questions. - Identifying different sports. - Following the instructions given by the teacher and Using the materials needed. - Taking into account the steps socialized. 	<ul style="list-style-type: none"> - Shows and tells functional language. - Evidences comprehension in specific contexts. - Uses information to carry out another task. - Uses human and material resources to carry out the task.
<p>Learning Evidence</p>	<p style="text-align: center;">SYNTHESIS PROJECT:</p> <p style="text-align: center;"><u>“ONCE UPON A TIME A COMIC CON”</u></p> <p style="text-align: center;"><u>Languages Fair</u></p> <p>The students will talk about the fashion styles used in famous tales and comics around the world by participating in show and tell presentations in order to highlight culture, learned, target vocabulary and language in real situations. They Will present it in front of the group.</p> <p>Others are going to be part of the Language fair developing activities related to the main topic and guided by teachers.</p> <p>Week 7: To finish the project and write a general description of this.</p> <p>Week 8: To present the project.</p>	<p>2 WEEKS</p>	<ul style="list-style-type: none"> -Taking into account the rubric criteria for oral presentation (time limit, pronunciation, vocabulary, interactive communication and good grammar). - Completing the stages of the project. 	<ul style="list-style-type: none"> - Consults the teacher and his/ her pairs. - Provides work of the highest quality.