



UNIT GRAPHIC ORGANIZER

SUBJECT: Communicative English

UNIT: 4

COURSE: SIXTH

TEACHER: LIZETTE GARAVITO, ANGELICA BAUTISTA RICARDO LADINO PÉREZ. **DATE:** September 11th, 2024

AMAZING ANIMALS / WHAT'S ON? / PAPERS AND MAGAZINES / SCHOOL CAN BE FUN! / FAMILIES

THROUGHLINES:

1. How am I supposed to act in front of a wild animal?
2. Why is media going to evolve in the future?
3. What makes a blog or a magazine trendy?
4. What kind of activities can I enjoy with my friends at school?

GENERATIVE TOPIC:



UNDERSTANDING GOALS

The student will understand some wild animals' characteristics throughout reading activities with the aim of identifying actions that would be helpful to deal with different situations.	The student will analyze how the media is going to evolve through listening conversations with the purpose of using future structures.	The students will describe the main characteristics from different written sources (newspapers, magazines, handouts among others) by doing writing activities in order to give suggestions.	The student will explain different facts about their families and schools by talking about the most important activities to show relevant experiences.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA

<p>Exploration Stage</p>	<p>1. To watch videos and power point presentations related to extreme facts of the wild animals. 2. To play games and carry out interactive activities involving key vocabulary. 3. To describe their favourite blog and their roles if they were streamers. 4. To explain their most important features from the school.</p> <p><u>Synthesis project:</u></p> <p><u>Week 1:</u> To make an introduction to the synthesis project to be developed throughout the term about water filters. <u>Week 2:</u> To schedule the project advances and research different methods and materials of How are water filters made?</p>	<p>3 WEEKS</p>	<ol style="list-style-type: none"> 1. Identifying past and future events. 2. Describing objects. 3. Naming popular things to buy and sell. 4. Describing school activities. 	<ul style="list-style-type: none"> -Understands key elements. -Takes turns when speaking and answering appropriately. -Listens to details -Participates in oral interaction.
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<p style="text-align: center;">Guided Stage</p>	<p>4. To classify wild - domestic animals.</p> <p>5. To complete the sentences.</p> <p>6. To listen to some conversations and answer questions.</p> <p>7. To recognize media vocabulary.</p> <p>8. To describe different types of media.</p> <p>9. To organize the key vocabulary of the unit by pictures.</p> <p style="text-align: center;"><u>Synthesis Project:</u></p> <p><u>Week 3:</u> To bring materials to start working on pictures and relevant information involving water filters.</p> <p><u>Week 4:</u> To continue taking notes regarding local water filters and start the elaboration of it.</p> <p><u>Week 5:</u> To continue with the creation and give evidence of the progress by showing the different water filter pictures with the information required.</p> <p><u>Week 6:</u> To continue to work on the adjustments and corrections of the binnacle checking photos, brochure, information, and advances.</p>	<p>3 WEEKS</p>	<ol style="list-style-type: none"> 1. Underlining new vocabulary. 2. Highlighting ideas from readings. 3. Matching vocabulary. 4. Filling in the gaps. 5. Categorizing ideas. 6. Organizing sentences. 7. Sharing and comparing ideas. 8. Solving grammar exercises. 	<ul style="list-style-type: none"> - Shows and tells functional language. -Evidences comprehension in specific contexts. - Uses information to carry out another task. -Shows a full understanding of the topics.
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<p>Learning Evidence</p>	<p style="text-align: center;"><u>Synthesis Project: “Class Memories”</u></p> <p>This project will be based on the creation of water filters in which students will research information about them and how to make one water filter using different materials to elaborate this filter</p> <p><u>Week 7:</u> To finish the water filter.</p> <p><u>Week 8:</u> To present the final project.</p>	<p style="text-align: center;">2 WEEKS</p>	<p>9. Speaking production by using the main topics of the term.</p> <p>10. Following a process.</p>	<ul style="list-style-type: none"> - Consults the teacher and his/her pairs. - Gives clearly and accurate opinions and messages. -Uses human and material resources to carry out the task. -Maintains and develops the interaction and negotiates towards and outcomes with very little hesitation.
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