



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** ENGLISH LITERATURE

**UNIT:** 2

**COURSE:** TENTH

**TEACHER:** PAOLA GUERRERO

**DATE:** April 13th, 2021

### TRANSPORT, CUSTOMS AND TRADITIONS

#### THROUGHLINES:

1. What do you think is the future of transport? How will it be different in 50 years?
2. What is the future of traditions in your country? Can be they saved or will they be lost? Why?

#### GENERATIVE TOPIC

THE WORLD, MY HERITAGE!

#### UNDERSTANDING GOALS:

The students will identify the writer's intention by reading some stories about the topic in order to infer information.

The students will describe his/her point of view about different topics such as transport, customs and traditions, by writing short texts in order to get them involved in argumentative texts.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> <li>To do an activity about vocabulary puzzle with flash cards and jeopardy games about transport, customs and traditions.</li> <li>To show a video from TED.ED about the history of transportation.</li> </ul> <p><b>SYNTHESIS PROJECT</b>  <b>WEEK (1):</b> Teacher will socialize the project deliverable.  <b>WEEK (2):</b> Students will watch videos related to customs and traditions.</p>	1-2 weeks	<ul style="list-style-type: none"> <li>Socializing about the information presented.</li> <li>Reading different information about the synthesis project.</li> <li>Performing synthesis project assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses gestures, restate what someone says rephrases.</li> <li>Uses other words to describe something.</li> </ul>

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To read about how to write an introduction paragraph for an essay.</li> <li>• To write an introductory and conclusion paragraphs.</li> <li>• To solve activities proposed in the course book.</li> </ul> <p><b>SYNTHESIS PROJECT</b>  <b>WEEK (3):</b> the topic of the essay will give to the students.  <b>WEEK (4):</b> Students will state the comparing and contrasting observation among Colombian traditions and others around the world, standpoints in a comparative chart.  <b>WEEK (5-6):</b> Students will write and proofread essay drafts for a Public Speaking</p>	<p><b>3-6 weeks</b></p>	<ul style="list-style-type: none"> <li>• Writing paragraphs in order to practice Writing skill.</li> <li>• Checking vocabulary and arguments by writing argumentative texts.</li> <li>• Giving feedback of the activities develop on the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a great control of simple grammatical forms and attempts some complex grammatical forms.</li> <li>• Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</li> </ul>
<p><b>Learning Evidence</b></p>	<p><b>SYNTHESIS PROJECT</b>  <b>Week 7-8.</b></p> <p><b>THE WORLD, MY HERITAGE!</b>  The students will set forth a proclamation essay for a PUBLIC SPEAKING. This one will be done by the student bearing in mind traditional celebrations in Colombia. They have to write by including the structure for academic writing seen in literature classes.</p>	<p><b>7-8 weeks</b></p>	<ul style="list-style-type: none"> <li>• Students will explain their topic by telling what they chose to their classmates, at the end of the presentations, all the parts will conform the newspaper.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a great control of simple grammatical forms and attempts some complex grammatical forms.</li> </ul>