



UNIT GRAPHIC ORGANIZER

SUBJECT: ENGLISH LITERATURE

UNIT: 2

COURSE: NINTH

TEACHER: PAOLA GUERRERO- RICARDO LADINO

DATE: APRIL 13TH/ 2021

MEDICINE AND THE ENVIRONMENT

THROUGHLINES:

1. Do you think vaccines are a good idea? Why or why not?
2. How can people use natural resources without harming the environment?

GENERATIVE TOPIC

DEALING WITH DISASTERS

UNDERSTANDING GOALS:

The student will comprehend text purposes and intended messages of authors by doing reading comprehension process like scanning and skimming in order to foster low-order thinking skills.

The student will produce original and standardized texts by writing about worldwide issues providing opinions, examples and arguments making evident progress in high-order thinking skills.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> To explore information about natural disasters and medicine. To use pre-knowledge. To read for details and gist. To scan and skim texts contents. To develop language with definitions. <p>SYNTHESIS PROJECT: Week 1 and 2 raise conscience on how to develop eco-friendly actions on human behaviour.</p>	2 weeks	<ul style="list-style-type: none"> Establishing stark contrasts in ideas and concepts. Evaluating ideas and putting forward self pre-knowledge. Reflecting on topics by annotating in margins views on texts as reading is done. First 100-word draft on worldwide issue. 	<ul style="list-style-type: none"> Shows mastering on new words and terminology. Complies with writing tasks and feedbacks on own process of language development.
Guided Stage	<ul style="list-style-type: none"> To write an essay about the free or public Health Care. To use new vocabulary. To identify opinions. To make inferences. To synthesize information. <p>SYNTHESIS PROJECT: Week 3 and 4 Students will write a first draft on solution to a particular environmental problem.</p> <p>Week 5 and 6 they collect information on disasters weighting down causes and effects</p>	4 weeks	<ul style="list-style-type: none"> Reasoning on messages and intended information authors convey. Making inferences through oral discussion in lessons. Identifying cohesive devices to be implemented in either writing tasks or oral interventions. Annoting information to present in final text. 	<ul style="list-style-type: none"> Uses the proper tenses structures. Uses reading skills to carry out tasks productions.

<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT</p> <p>Week 7 and 8. Students socialize through a written production alternative in solutions to address a worldwide issue taking into consideration both costs and chances of carrying it out. They report a specific case study.</p>	<p>2 weeks</p>	<p>Fostering critical thinking by applying practical information to issues to familiar contexts.</p> <p>Enriching viewpoints to translate into own productions</p>	<ul style="list-style-type: none"> Writes according to standards implementing strategies of high-order thinking skills. Draws up texts being proficient at the expected level for their academic process.
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