



UNIT GRAPHIC ORGANIZER

SUBJECT: Geography

UNIT: Four

COURSE: 4th

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DATE: / September 9th 2019

Human beings vs. Pollution: causes and consequences.

THROUGHLINES:

1. How people can help to control the pollution?
2. Which are the reasons that causes water, air and soil pollution?
3. Why are important the alternative energy sources to the environment?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will analyse and examine the main causes and consequences of water, air and soil pollution, and will socialize the steps to control them.</p>	<p>The students will identify the main characteristics of the alternative energy sources and will give reasons to their importance to the preservation of environment.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To answer questions about pollution using the previous knowledge based in personal experiences. • To write a list of actions about how people produce the air, water and soil pollution. • To describe images about air, water and soil pollution taking into account their causes, consequences and steps to control them. • To read shorts texts about alternative energy sources identifying their main characteristics. • To match some pollution problems with the correct alternative energy sources. 	3 weeks	<ul style="list-style-type: none"> • Using personal experiences answer questions about the causes and consequences of the air, water and soil pollution. • Analysing actions of the people and how them affect the environment producing air, water and soil pollution. • Recognizing and describing the direct human causes of the pollution through some images. • Characterizing the alternative energy sources telling about their importance in the environment. • Relating the causes of the air, water and soil pollution with the possible solutions to control them using the alternative energy sources. 	<p style="text-align: center;">Spatial – Environmental.</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> • To listen and answer questions about air, water and soil pollution https://www.youtube.com/watch?v=oqHp03RRtds • To read shorts texts about types of pollution and create informative posters describing their causes and consequences. • To create a comparative chart where describe the causes, consequences and possible solutions to control the air, water and soil pollution. • To relate the economic activities with the pollution problems. • To analyse the importance of the alternative energy sources and how these contribute to the environment. • To watch videos about the alternative energy sources asking and answering questions about their importance to the environment. https://www.youtube.com/watch?v=1kUE0BZtTRc • To make mind maps about the main characteristics of the alternative energy sources. 	<p>3 Weeks</p>	<ul style="list-style-type: none"> • Watching videos about types of pollution and answering questions according their causes and consequences. • Reading informative texts and describing through images the causes and consequences of the air, water and soil pollution. • Making comparative charts and showing the pollution problems with the possible options to control them. • Comparing the productive activities in the economy sectors with the causes and consequences of the pollution through some debates. • Writing short texts giving information about the main characteristics and importance of the alternative energy sources. • Asking and answering questions about alternative energy sources taking into account some videos. • Explaining the main characteristics of the alternative energy sources through mind maps. 	<p>Spatial – Environmental.</p>
<p>Learning Evidence</p>	<ul style="list-style-type: none"> • To make a home video about the water, soil or air pollution found in the neighbourhood and how people contribute to control it. 	<p>2 weeks</p>	<ul style="list-style-type: none"> • Identifying the causes and consequences of the soil, water and air pollution. • Classifying the actions that produce pollution in the neighbourhood. • Recording a video where show a type of pollution and how people contribute to control it. • Presenting the video in the classroom. 	<p>Spatial – Environmental.</p>

