



UNIT GRAPHIC ORGANIZER

SUBJECT: SCIENCE _____

UNIT: 4

COURSE: SIXTH GRADE

TEACHER: NOELIA VEGA – CAMILA CASTELLANOS DATE: September 6/ 2021

ECOLOGICAL THINKING- THE EARTH AND LIFE HISTORY

THROUGHLINES:

- Which are the most common environmental problems in your city?
- Do you know how continents were created on Earth?
- How old is the Earth?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The student will comprehend environmental problems and ecological solutions in their daily context, by analyzing air pollution around their city.</p>	<p>The student will comprehend how tectonic plates move and how different continents and earth structures were created, by recognizing the history of the planet through workshops and activities.</p>	<p>The student will understand the evolution of geological eras through a timeline that will allow them to identify the changes in the characteristics of the organisms present on Earth.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • Recognize environmental problems in their cities. • Take care of the planet through actions that protect it (3-Rs) • Identify differences between renewable and no renewal resources. • Identify parts of Earth structure. • Recognize the three tectonic plates boundaries (divergent – convergent – transform) and their characteristics. • Identify the results of tectonic plates' movement and understand relationship between plate divergence and convergence • To know what a fossil is and how it originated. 	3 weeks	<ul style="list-style-type: none"> • Environmental problems: Reading Chapter 21 (pages 335 to 348). • How much pollution is there in my city? Recognizing the city's tools for identifying pollutants: RCMAB y https://aqicn.org/map/bogota/es/ • Environmental solutions: Reading Chapter 21 (pages 341 to 347). • By making some simulations about plate boundaries using analyzing the creation of various geological features caused by the movement of tectonic plates.: https://www.amnh.org/explore/ology/earth/plates-on-the-move2/game • By solving workshops for the recognition of tectonic plates. <p>SYNTHESIS PROJECT</p> <ol style="list-style-type: none"> 1. Information about geological eras is provided to students. https://www.youtube.com/watch?v=rWp5ZpJAIAE 2. Students will collect all the necessary materials to start the project. 	<p>Identify and use specific vocabulary to define the evolution of planet Earth.</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> Recognize the characteristics of each geologic era. Establish how different organisms evolved under different geological and climatic conditions in every geological era 	<p>3 weeks</p>	<ul style="list-style-type: none"> Evidence of the past: Reading chapter 8 Pages 111 to 122. Making infographics about geologic eras, summarizing the eras in a timeline, and indicating the main characteristics of these eras. Learning about dinosaurs exploring websites: https://pbskids.org/dinosaurtrain/fieldguide/ <p>SYNTHESIS PROJECT</p> <p>3. Fossils are made taking into account the explanation of geological eras.</p>	<p>Register observations and results using graphs to explain the evolution of the Earth.</p>
<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT CREATE MY OWN FOSSIL</p> <p>The students will make the fossils in class (for this they will use flour and plaster).</p>	<p>2 weeks</p>	<p>SYNTHESIS PROJECT CREATE MY OWN FOSSIL</p> <p>Students will create a fossil with material available in their homes</p> <p>Once the fossil is made, the student must describe its habitat, morphology, habitat, geological era and cause of extinction . To do this, they must take into account the previous explanation of the geological eras of the Earth.</p>	<p>Recognizes evolution as a necessary process for the recognition of the phylogeny of individuals.</p>