



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** Geography

**UNIT:** Four

**COURSE:** 4<sup>th</sup>

**TEACHER:** Mónica Zafra

**DATE:** / September 6<sup>th</sup>/2021

**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 by using comparative charts.</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 through oral discussion in class.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>To talk about personal experiences relating with the causes of the water, oil and air pollution.</li> <li>To write a list of actions about how people produce the air, water and soil pollution.</li> <li>To describe images about air, water and soil pollution taking into account their causes, consequences and steps to control them.</li> <li>To match the causes or consequences with to step to control the pollution.</li> <li>To read shorts texts about alternative energy sources identifying their main characteristics.</li> <li>To match some pollution problems with the correct alternative energy sources.</li> </ul>	<b>3 weeks</b>	<p>Using personal experiences answer questions about the causes and consequences of the air, water and soil pollution.</p> <p>Analysing actions of the people and how them affect the environment producing air, water and soil pollution.</p> <p>Recognizing and describing the direct human causes of the pollution through some images.</p> <p>Recognizing the causes and consequences of the pollution and how people can control it.</p> <p>Characterizing the alternative energy sources telling about their importance in the environment.</p> <p>Relating the causes of the air, water and soil pollution with the possible solutions to control them using the alternative energy sources.</p>	Spatial – Environmental.

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

