



Asignatura: Geography
Fecha: 14/04/2026

UNIT GRAPHIC ORGANIZER
Unidad N°: 2 Grado: Séptimo
Profesor:x Eddy Santiago Parada Suárez

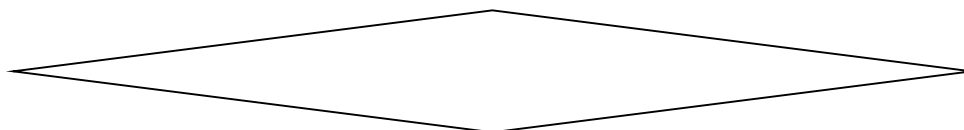
TÍTULO

The role of the State in the Economy. Micro and Macroeconomics. Economic Indicators. Globalization.

THROUGHLINES:

- What role does the State play in the national economy?
- What are the main models that govern the economy?
- What is meant by interventionism and economic liberalism?
- What is understood by globalization?
- What are the advantages and disadvantages of globalization?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

The student will understand the social impact of unequal economic growth across different regions of the country, through the analysis of economic indicators.

The student will analyze the relationship between economic indicators and globalization, formulating and contrasting hypotheses to deduce their effects on the development and transformation of current economies.

| | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|---------------------------------|--|----------------|--|--|
| | ACTIONS | | WAYS | CRITERIA |
| EXPLORATION STAGE | <ul style="list-style-type: none"> Observe and analyze maps and statistics on income distribution in Colombia, identifying regions with higher and lower economic development. Explore news and short videos about the role of the State in the economy (state intervention vs. free market). Brainstorm about interventionism and economic liberalism based on everyday examples. Research digital sources to understand key economic indicators: GDP, HDI, unemployment rate, and inflation. | 3 weeks | <ul style="list-style-type: none"> Identifying differences between high-development and low-development regions. Relating economic concepts to real situations in the country. Formulating initial questions about the role of the State in the economy. Project progress: Form groups of up to 4 students and establish roles. Select one Latin American and one European country to compare their economic indicators. | <p>Gnosiological</p> <p>(Environmental and social relationships)</p> |
| GUIADE STAGE | <ul style="list-style-type: none"> Study models of mixed, liberal, and interventionist economies through text readings and case analysis (China, USA, Colombia). Build a comparative chart of economic indicators (GDP, HDI, unemployment, inflation) in Latin American and European countries. Debate in mini-forums the impact of globalization on local and national economies, considering advantages and disadvantages. Formulate and contrast hypotheses about the effect of globalization on Colombian economic development. Explain possible actions to improve the growth of regions with lower human development index. | 3 weeks | <ul style="list-style-type: none"> Critically arguing about the economic models studied. Comparing statistical data from different countries coherently. Defending argued positions in debates and mini-forums. Project progress: Collect and organize data on the economic indicators of the selected countries. Develop a comparative infographic showing differences in development between Latin America and Europe. | <p>Gnosiological</p> <p>(Environmental and social relationships)</p> |
| Synthesis Project (Among | <p>Present a digital or physical infographic comparing the level of economic, political, and cultural development of one Latin American country and one European country, integrating key economic indicators (GDP per capita, HDI, unemployment, inflation) and proposing concrete actions to improve living conditions in regions with a lower human development index.</p> | 2 weeks | <p>Synthesis Project: Designing and presenting a comparative infographic that visualizes the economic indicators of the chosen countries and proposes argued solutions to reduce regional inequality.</p> | <p>Gnosiological</p> <p>(Environmental and social relationships)</p> |