



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Social Studies

**UNIT:** 2

**COURSE:** First

**TEACHER:** Eliana Torres

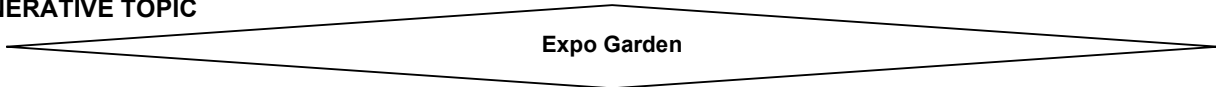
**DATE:** April 9<sup>th</sup>, 2025

**URBAN AND RURAL LANDSCAPES- ECONOMIC ACTIVITIES - TYPES OF HOUSING**

**THROUGH LINES:**

1. Where is better to live, the city or the countryside?
2. How did my city look like before I was born?
3. What is the difference between an artificial and natural landscape?
4. What changes have homes had over the years?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The students will recognize the differences between city and countryside zones considering their economic activities by classifying information in landscapes drawings in order to identify their impact on the community.</p>	<p>The students will identify the characteristics of the homes in municipality, neighborhood or place where they live with those in other places by doing research and classifying pictures in comparative charts to recognize their own environment and understand how people organize themselves to live.</p>
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	UNDERSTANDING PERFORMANCES	T I M E	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Explorati on Stage</b>	<p>1.To explain the changes that have been made to the municipality's landscape due to crops, recent constructions, roads, paths, buildings and parks, among others.</p> <p>2.To recognize characteristics of rural and urban homes based on the materials used for their construction.</p> <p><b>SYNTHESIS PROJECT PROGRESS "Expo Garden"</b></p> <ul style="list-style-type: none"> <li>• To visit and identify the changes the plants have undergone.</li> <li>• To list the changes observed in the garden.</li> </ul>	<b>2 Weeks</b>	<ol style="list-style-type: none"> <li>1. Knowing the differences between the city and the countryside by shaping play dough</li> <li>2. Locating places in the city and countryside by using the basic directions.</li> <li>3. Decorating old and modern home buildings in different places.</li> <li>4. Talking about characteristics of your home and those of others, promoting respect for each other's space.</li> </ol>	<p>-Spatial- Environme ntal. -Historical- Cultural.</p>

<p><b>Guided Stage</b></p>	<p>1. To identify the jobs or trades that people do in your community to support themselves and their family.</p> <p>2.To identify the changes that occur in homes over time and describe the advantages and disadvantages of having a home in an urban or rural area.</p> <p><b>SYNTHESIS PROJECT PROGRESS “Expo Garden”</b></p> <ul style="list-style-type: none"> <li>• To investigate the artificial and natural products used in the plant’s production</li> <li>• To create labels for the products.</li> <li>• To organize the products with their labels for the exhibition.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4 weeks</p>	<ol style="list-style-type: none"> <li>1. Describing different environments and some communities’ features.</li> <li>2. Knowing about the jobs in rural and urban landscapes and explaining why Bogotá city is the capital of the country.</li> <li>3. Reading a story about Bogotá’s history considering their social actors (reading sheet in the guide)</li> <li>4. Recognizing types of houses, such as ecological houses or houses built with sustainable materials.</li> <li>5. Describing advantages and disadvantages about type of houses considering the materials used to build them</li> </ol>	<p>-Spatial- Environme ntal</p>
<p><b>Learning Evidence</b></p>	<p><b>SYNTHESIS PROJECT PROGRESS “Expo Garden”</b></p> <ul style="list-style-type: none"> <li>• To introduce the product to the other first-grade students.</li> </ul> <p>The synthesis project called "Expo-Garden" will be implemented for the first academic semester. Science will be the main area, and the other subjects will be included. Students will learn about uses and benefits of medical plants. They will identify from the germination process until get a natural product to body care.</p> <p>In the second semester, students will care for the plants growing in the orchard, keeping records of the change’s week by week. As a final product, each class will choose a product made with the medicinal plants, they will create its label and share the product (prototype) with their first-grade classmates and family members.</p> <p>Teacher will assess if students are able to describe characteristics about rural and urban economic activities by planting medical plants for human care to comprehend the transformation process of products made from the countryside to the city.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2 weeks</p>	<p><b>Roll plays Rubric</b></p> <ul style="list-style-type: none"> <li>• To assess the roll plays and speech.</li> <li>• To describe some characteristics about rural and urban zones considering where food comes from.</li> <li>• To identify how people could build a house using different materials.</li> <li>• Recognizing the benefits of ecological houses or houses built with sustainable materials.</li> </ul>	<p>-Spatial- Environme ntal.</p>