



# UNIT GRAPHIC ORGANIZER

SUBJECT: GEOGRAPHY UNIT: 4

COURSE: SECOND

TEACHER: Laura Ome Moreno

DATE: September 12th, 2022

**TITLE:** COLOMBIA'S CLIMATE AND RELIEF

**THROUGHLINES:**

1. Do the people have different characteristics in their lifestyle according to the climate?
2. Why do in Colombia the climate change between near places?
3. Which of the relief can I recognize near of my city?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The student will identify the thermal floors in Colombia, their products, geography location, temperature, and main facts, through graphics, infographics and mind maps to understand their relation to culture develop and create expositions posters.

The student will recognize the main landforms, their characteristics and differences through maps, graphics and pictures to identify Colombia's relief and their location in each natural region to create charts to define relation to Colombia's territorial organization.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	<b>ACTIONS</b>		<b>WAYS</b>	<b>CRITERIA</b>
<b>Stage</b>	<ul style="list-style-type: none"> <li>-To recognize differences between climate and temperature</li> <li>-To identify why the temperature, change according to the geography location</li> <li>-To identify different products according with the temperature and thermal floor</li> <li>-To identify the different climates and temperature in Colombia and the geography locations</li> </ul>	<b>2 Weeks</b>	<ul style="list-style-type: none"> <li>Playing "<a href="#">map quiz game</a>" to identify reliefs and their geography location".</li> <li>-To watch a video "climate vs temperature" to encourage studentsto make questions and give ideas aboutthe topic.</li> <li>-Making a mind map to identify the thermal floors in Colombia</li> <li>-Practicing extreme points and borders thought a global map.</li> <li>-Playing memory games to identify reliefs and their location in Colombia</li> </ul>	<p><b>Historical – Cultural relations.</b></p>

	<ul style="list-style-type: none"><li>-To identify Colombia's reliefs</li><li>-To identify differences between reliefs</li></ul>	<ul style="list-style-type: none"><li>-Creating infographics about thermal floors main facts.</li></ul> <p><b>1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> and 3<sup>rd</sup> week for synthesis project progress. (part 1)</b></p> <ul style="list-style-type: none"><li>-Beginning the Synthesis Project</li><li>Identifying landforms, their shapes and characteristics.</li><li>-Choosing some landforms and investigating where in Colombia we can find them. To write it down.</li></ul>	
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<p><b>Guided Stage</b></p>	<p>-To classify different products according with the temperature where are the found</p> <p>-To relate the most important characteristics throughout pictures and images related to the thermal floors</p> <p>-To develop and guide some workshops in classroom to explain some cultural differences and products according to the thermal floor</p> <p>-To compare through some activities (guide and comparative chart) reliefs in Colombia</p> <p>-To classify the reliefs in Colombia according to their main characteristics and locate them in a Colombian map.</p> <p>-To relate the most important characteristics throughout pictures and images of the main products of the different thermal floors.</p>	<p><b>4 weeks</b></p>	<p>-Using the political division maps to identify the different regions of the country and their thermal floors.</p> <p>-Matching new ideas and new concepts in a workshop guided by images about resources from the thermal floors in a mind map organizer.</p> <p>-Relating some features through a comparing chart. Using draws of the main aspects of the thermal floors (products and temperature)</p> <p><b><u>4<sup>th</sup> , 5<sup>th</sup> , and 6<sup>th</sup> week for synthesis project progress. (part 2)</u></b></p> <p>-Choosing their favorite landform in Colombia according to its relief and investigate main characteristics, location: natural region and its climate.</p> <p>-Develop the Synthesis Project in sequence. Create and myth to explain how the chosen landform was created, using learning concepts from Spanish subject.</p> <p>-To correct possible mistakes.</p>	<p><b>Spatial environmental relations.</b></p>
<p><b>Learning Evidence</b></p>	<p><b>MYTHS OF LANDFORMS</b></p> <ul style="list-style-type: none"> <li>To choose one of the main landforms in Colombia country and create a myth about how this landform was created.</li> </ul> <p><b>Guideline:</b></p> <ol style="list-style-type: none"> <li>Students will use learned concepts from Spanish subject to writing and myth.</li> <li>Students will use learned concepts about relief and landform to add to the myth relevant and appropriate information such as: location in Colombia, nature characteristics, climate.</li> </ol>	<p><b>2 weeks</b></p>	<p><b>Demonstrating the knowledge about Colombia's relief and climate</b></p> <p>Presenting synthesis project</p> <p>Sharing learned concepts through Synthesis project Presentation</p> <p>Answering and interacting appropriately statements and rubric questions about synthesis project.</p>	<p><b>Ethical – political relations.</b></p>