



## UNIT GRAPHIC ORGANIZER

SUBJECT: Geography

UNIT: 2

COURSE: THIRD

TEACHER: Angie Lizeth Martínez Forero

DATE: April 09<sup>th</sup>, 2025

TITLE:

COLOMBIAN RELIEF

### THROUGH LINES:

1. Why do people live in valleys and not on the tops of high mountains?
2. How do mountains affect the weather in different parts of Colombia?
3. What large body of water is located to the north of Colombia?
4. What are the three main mountain ranges in Colombia called?
5. Why are the nature features and landforms important to Colombia culture and biodiversity?

### GENERATIVE TOPIC

UNPLUG: DESENCHÚFATE

### UNDERSTANDING GOALS:

The student will differentiate the main elements and characteristics of Colombian relief through thematic maps, mockups, videos and interactive presentations to locate them on Colombian map.

The students will identify the hydrography in Colombia through videos, infographics and brainstorm by bearing in mind how these characteristics have influenced social development, traditions, slang, culture and customs of each region and Colombia diversity.

**Comentado [sh1]:** what the students will do with the information so that the identification is achieved

**Comentado [sh2]:** The thematic maps are going to be socialized or elaborated by the students because if they are elaborated there would be a lack of the why but if they are socialized by the teacher it would be missing how it will be evident that they do manage to differentiate

UNDERSTANDING PERFORMANCES		TIME	ASSESSMENT	
COMPETENCE	ACTIONS		WAYS	CRITERIA
Exploration stage	<ul style="list-style-type: none"><li>• To differentiate political and physical maps.</li><li>• Recognize the relief landforms.</li></ul>	3 weeks	<ul style="list-style-type: none"><li>• Practicing interactive exercises with maps.</li><li>• Watching videos about landforms and developing the guidebook activities.</li></ul>	Spatial environmental
	<ul style="list-style-type: none"><li>• To classify the aquatic landforms concepts of a pond, creek, river, lagoon, lake, gulf, sea and oceans.</li><li>• To recognize the main characteristics of the landforms and Colombian relief.</li></ul>		<ul style="list-style-type: none"><li>• Reading the guidebook, underlining the information and summarizing this on the notebook.</li><li>• Showing pictures of Colombia's landscapes and asking students to match them to landforms.</li></ul> <p><b>THE FIRST PART OF THE SYNTHESIS PROJECT</b></p> <p><b>Advance synthesis project:</b> The project will be monitored using the activity log, and the project presentation will be prepared according to the activities proposed in the booklet's product.</p>	

**Comentado [sh3]:** I suggest differentiating rather than understanding

Guided Stage	<ul style="list-style-type: none"> <li>•To compare similarities and differences between the landforms.</li> <li>•To make Mentally representing the concepts of hydrography and applying them to the Colombian context.</li> <li>•To recognize the vocabulary and add it to daily conversations.</li> </ul>	2 weeks	<ul style="list-style-type: none"> <li>• Looking at pictures that have features of landforms in Colombian natural regions.</li> <li>• Reviewing graphic organizers about the organization of Colombia's landscape forms.</li> <li>• Practicing playing didactic activities and underlining on the guidebook.</li> </ul> <p><b>THE SECOND PART OF THE SYNTHESIS PROJECT</b></p> <p>Progress of the synthesis project: Developing the steps to follow, making tables comparing the use and non-use of hygiene habits with antiquity, consulting about the benefits of hygiene, conducting a survey on the periodic that I have in hygiene habits hygiene and tabulating information.</p>	<ul style="list-style-type: none"> <li>• Historic al-Cultural</li> </ul>
Learning evidence	<p><b>SYNTHESIS PROJECT</b></p> <p>As a result of the project research, a booklet will be developed with various activities that encourage children to step away from screens and engage in hands-on, educational learning about a subject-related topic.</p>	2 weeks	<p><b>SYNTHESIS PROJECT: "UNPLUG: DESENCÚFATE"</b></p> <p>Recording the information in the activity log, binding the booklets, designing the cover, organizing the layout, writing and decorating the booklet, and finally presenting the project according to the assigned groups and roles.</p>	Ethical-political

**Comentado [sh5]:** To establish similarities and differences would be to compare

**Comentado [sh4]:** the mental representation that other mental processes can generate?