



UNIT GRAPHIC ORGANIZER

SUBJECT: Geography

UNIT: 2

COURSE: THIRD

TEACHER: Angie Lizeth Martínez Forero

DATE: April 15th, 2024

TITLE:

COLOMBIAN NATURAL REGIONS

THROUGH LINES:

1. Can a nature characteristic define an economic activity in a region? How can agriculture affect the ecosystem in a natural region?
2. Why do people have different costumes and traditions around Colombia? Do you know some typical traditions, food, and music from Colombia?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will identify the geographical location of the Andean, caribbean, and pacific regions in Colombia country by using the cardinal points, flat and thematic maps through didactic presentations and activities in order to describe how the geographical location is related to the major economic activities in each region ecosystems.</p>	<p>The students will classify the most important nature characteristics such as climate, hydrography, landforms and animals of the Andian, Pacific, and caribbean regions in Colombia country 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.</p>
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UNDERSTANDING PERFORMANCES		TIME	ASSESSMENT	
COMPETENCE	ACTIONS		WAYS	CRITERIA
Exploration stage	<ul style="list-style-type: none"> To locate the Andean, caribbean and pacific region on a Colombian map. To differentiate the concepts of, neighborhood, city, department, region, country and continents. To recognize the main characteristics of Andean, pacific and caribbean regions. 	3 weeks	<ul style="list-style-type: none"> Making interactive exercises with maps. Watching videos about Colombian regions characteristics and making the guidebook activities. Reading the guidebook, underlining the information and summarizing this on the notebook. <p style="text-align: center;">THE FIRST PART OF THE SYNTHESIS PROJECT</p> <p>Advance synthesis project: Socialization of the project with the children, emphasizing the question and problem of "Why am I so sick?", brainstorming some solutions and designing the steps to solve the problem.</p>	<ul style="list-style-type: none"> Spatial-environmental

<p>Guided Stage</p>	<ul style="list-style-type: none"> •To identify similarities and differences between Colombian regions. •To compare information related to the Regions and information about Colombia. •To recognize the vocabulary and add it to daily conversations. 	<p style="text-align: center;">2 weeks</p>	<ul style="list-style-type: none"> • Looking at pictures that have features of Andean, Pacific and Caribbean regions. • Making a comparative chart on the blackboard by a brainstorm. • Practicing playing didactic activities and underlining on the guidebook. <p style="text-align: center;">THE SECOND PART OF THE SYNTHESIS PROJECT</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"> • Historic al-Cultural
<p>Learning evidence</p>	<p style="text-align: center;">SYNTHESIS PROJECT</p> <p>Practical hygiene product. Make a practical product to remember that hygiene is important for health.</p>	<p style="text-align: center;">2 weeks</p>	<p style="text-align: center;">SYNTHESIS PROJECT: " SUMMER CLEANING"</p> <p>Socializing the project, consulting previous ideas of the problem, identifying the problem. Planning the solution to the problem, consulting about it, Putting the development of the solution into practice. Socializing the product.</p>	<p>Ethical-political</p>