



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Geography

**UNIT:** 2

**COURSE:** 5th

**TEACHER:** Monica Zafra

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

### Universe origin

#### THROUGHLINES:

1. Which are the main theories of the origin of the universe?
2. Which have been the changes of the continents?
3. How have been the landforms changes between the years?

#### GENERATIVE TOPIC

SAVING THE PLANET BY  
USING PLASTIC BOTTLES

#### UNDERSTANDING GOALS:

The students will compare scientific and religious theories and myths from ancient cultures about the origin of the universe by using informative texts and comparative charts.

Students will express the importance of exploring the universe as a way to understand the origin and change of life forms on Earth through maps and describing images.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> <li>To identify the Key words of the origin of the universe.</li> <li>To recognize universe theories and explanation.</li> <li>To identify the physical features of the first continent.</li> <li>To describe the physical features of the landforms finding in the Earth planet.</li> <li>To identify the forces changes of landforms.</li> </ul>	3 weeks	<ul style="list-style-type: none"> <li>Solving alphabetic soups taking into account the main vocabulary learnt in class.</li> <li>Matching theories of the universe origin with the correct image.</li> <li>Drawing landscape where show the common landforms in the planet.</li> <li>Solving puzzles taking into account the clues giving.</li> </ul>	Spatial – Environmental.

<p><b>Guided Stage</b></p>	<ul style="list-style-type: none"> <li>• To identify the differences of the universe theories and explanation.</li> <li>• To recognizing the main characteristics and differences of the different universe theories.</li> <li>• To name the universe theories by using images.</li> <li>• To identify the Pangaea like a supercontinent.</li> <li>• To answer questions about Pangaea physical features.</li> <li>• To analyse how the landforms have change over the years.</li> <li>• To recognize the natural causes of the landform formation.</li> </ul>	<p><b>3 Weeks</b></p>	<ul style="list-style-type: none"> <li>• Reading texts about the different universe theories. (Spontaneous generation, Panspermia, Big Bang and religion theories.)</li> <li>• Watching videos about the universe theories.</li> <li>• Describing and defining pictures about the universe theories.</li> <li>• Reading short text about the Pangaea characteristics.</li> <li>• Watching a video about the physical features and main characteristics of Pangaea. <a href="https://www.youtube.com/watch?v=mDRZA-Q9aiM&amp;t=170s">https://www.youtube.com/watch?v=mDRZA-Q9aiM&amp;t=170s</a></li> <li>• Examining texts about the formation of the landforms.</li> <li>• Matching natural causes of the forces change of landforms with the correct description.</li> </ul>	<p>Spatial – Environmental.</p>
<p><b>Learning Evidence</b></p>	<p><b>SAVING THE PLANET BY USING PLASTIC BOTTLES</b></p> <p>Students will search for information about how to take advantage of plastic wastes in our environment by taking into account research stages to make students aware about responsible consumption.</p> <p><b>QUESTION:</b> How to take advantage of plastic wastes in our environment to decrease the negative impact in the community?</p>	<p><b>2 weeks</b></p>	<p><b>SYNTHESIS PROJECT:</b> “Saving the planet by using plastic bottles” An oral presentation will be showing the pet house. During the presentations, they will explain the design process, the challenges they faced, and the impact they believe their house will have on the community. They will also discuss the use of eco-bricks and how they contribute</p>	<p>Spatial – Environmental.</p>