**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Geography **UNIT**: 2 **COURSE**: 3rd

**TEACHER**: María del Pilar Rodríguez Londoño **DATE**: April 13th, 2021

**COLOMBIAN NATURAL REGIONS**

**TITLE**:

**THROUGHLINES**:

1. What are the economic activities in each territory?
2. How can we locate the main region in Colombia according to the compass rose?
3. What are the characteristics of the sixth Colombian Natural Regions?

**GENERATIVE TOPIC**

**SOMEWHERE IN COLOMBIA!**

**UNDERSTANDING GOALS:**

|  |  |
| --- | --- |
| The students will distinguish the sixth Colombian natural region and locate them in a map by using the cardinal points, then describe with details the main characteristics in each one. | The students will analyse the most important characteristics of Andean, Pacific, Caribbean, Insular regions and its able to talk about economic and social development. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration**  **Stage** | To compare information related to the regions by analyse pictures that have features of Andean, Pacific, Caribbean <https://youtu.be/d-lZiloCGy0>  (basic information about Colombia)  <https://youtu.be/r5SwMysMB90>  -To watch videos of the regions. And recognize three different meanings in classes.  - By asking questions about the regions the students will analyse the differences between them  -To identify similarities and differences between Colombian regions by doing a comparative chart and compare them with some scientist reports about the regions  -to make a brainstorm about information that students have before. | **2 weeks** | **1st week:** the students will comprehend some facts about Natural regions (Andean, Caribbean, Pacific) by organizing the information in the guide and in a mind map and some online games activities  **2nd week:** The students will identify the differences and similarities about the regions by making a tree roots in the notebook. <https://youtu.be/0KX0OzKkJAQ>  **(first part synthesis project classification of activities prototype)** | Historical-Cultural |
| **Guided**  **Stage** | -To make a reading about the regions and then the students will compare the information of them background.  -To make a chart by defining, how find the main differences and similarities about Natural regions in Colombia.  -To show how to locate Natural regions in a Colombian map.  - To perform some characteristics of each region costume, slangs, economic activities, social development by paste images and write phrases that represent each region. | **3 weeks** | **3rd week:**  design a sketch about Natural regions and identify the main facts about, complete the guide where they find a reading to analyse.  -Linking ideas and main concepts in a mind map of natural regions in Colombia by using the three concepts, cut and paste activities or online maps in real time.  **4th week:** Student will locate the Natural regions on Colombia by using the Colombian map.  **(**second part synthesis project organize the main idea of the project)  -Describing different information in the readings that the students will write the characteristics of think about. | Spatial-environmental |
| **Learning**  **Evidence** | -To do a scientist reading about the regions the students find the main differences and similarities about it by doing a moke-up which show some characteristics of each region costume, economical activities, social development; everyone is using a cardboard and images to show the progress we are going to take three weeks to complete the synthesis project and make a 3D model of compass rose. | **2 weeks** | **5th week:** outcome information of Colombian regions by locating and recognizing the differences in the guide research.  Explain the main characteristics of the synthesis project.  End results of the synthesis project with the same process of the moke-up. | Ethical-political |