

GEOGRAPHY: UNIT 2 PLAN

Elena García Marín

TITLE	CLIMATE AND NATURAL LANDSCAPE
GROUP	3º ESO
RESOURCES AND MATERIALS	<ul style="list-style-type: none">-Schemes on the blackboard.-Presentations with the computer.-Internet (pictures, interactive exercises...).-Weather station.-Interpretation of weather maps and other graphics.-Educational films.
TEACHERS	
Content teacher	Elena García Marín
Language assistant	Barbara Donahue and Kate Parson
AIMS	
English	<ul style="list-style-type: none">- Explain the composition and the layer of atmosphere: troposphere, stratosphere, mesosphere, thermosphere or ionosphere and exosphere.-Describe what the weather is like looking at different pictures and talking about temperature(freezing, cold, cool, mild, temperate, warm, hot), precipitation (rain, heavy rain, showers, hail, snow), wind (calm, breeze, moderate wind, strong wind, hurricane, tornado) and state of the sky (sunny, sunshine, cloudy, clear sky, overcast).-Looking at a weather map explain the weather forecast for different parts of the map (North, South, West, East, Northern, Southern, Western, Eastern...).-Learning specific terminology: atmosphere, air, oxygen, layer, temperature, wind, atmospheric pressure, humidity, precipitations, forecast, pollution, climate change, hole in the ozone layer.- Identify the elements of climate and the weather instruments: hygrometers, rain gauges or pluviometers, barometers, thermometers, wind vanes, anemometers.- Identify and locate the world's main types of climates: hot, temperate and cold.- Distinguish and locate geographically the great natural landscape of the Earth: forest, grassland, savannah and desert.

GEOGRAPHY: UNIT 2 PLAN

Elena García Marín

Content	<ul style="list-style-type: none">-Enumerate the main components in the atmosphere and explain the different layer.-Point the changes of density, atmospheric pressure and temperature from the bottom of the atmosphere to the top.-Give reasons why the atmosphere is so important for living beings.-List elements used to describe weather.- Distinguish between climate and weather.-Relate pressure changes to state of the sky and precipitations.-Handle properly the instruments inside our weather station.-Get data from the weather tables and draw the corresponding graphics.-Interpret a simple weather map.- Analyse and make maps and climate charts and climate diagrams.- Know the world's major climate zones.
ACTIVITIES/ TEACHING TECHNIQUES	<ul style="list-style-type: none">-Making climate graphics.-Interpreting graphics and answering questions.-Describing different kinds of weather watched on photographs.-Handling weather instruments.-Interpreting weather maps.-Completing comparative charts.-Working on the Internet.-Investigation about melting point of pure water and salty water.
CONTENTS	
Concepts	<ul style="list-style-type: none">-Composition of the atmosphere.

GEOGRAPHY: UNIT 2 PLAN

Elena García Marín

	<ul style="list-style-type: none">-The layers in the atmosphere.-Elements of the weather.- Climatic zones.- Main types of climate: hot, temperate and cold.- The Earth's great natural landscapes: forest, grassland, savannah and desert.-The weather maps.
Procedures	<ul style="list-style-type: none">-Extract information from tables, schemes, graphics and maps.- Reading and comparing photographs.- Observation, interpretation and comparison of pictures and graphs.- Making and analysing maps, climate charts and diagrams.
Attitudes	<ul style="list-style-type: none">-Value our planet and its rare balance in atmospheric gases.-Interest to know and to understand the changing weather.-Recognise the impact on the atmosphere in our lifestyle.-Develop personal behaviours to reduce atmospheric pollution.- Show a critical attitude towards the interaction between human beings and the environment.
ASSESSMENT	<ul style="list-style-type: none">-Written tests.-Homework.
FURTHER INFORMATION	Visit http://www.ieslosremedios.org/%7Eelena/websociales/geography3eso/climate/climate3.html