

6th grade, Unit #2, World Language, Countries and Capitals

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **November**
Length: **4 weeks**
Status: **Published**

Enduring Understanding

Hispanic countries and capitals are members of Global Community.

Essential Questions

Where in the world is Spanish Spoken?

Common Core Standards

FL.PK-12.7.1.NM.B.A	The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
FL.PK-12.7.1.NM.B.A.1	Respond to learned questions.
FL.PK-12.7.1.NM.B.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
FL.PK-12.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
FL.PK-12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.NM.A.A	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
FL.PK-12.7.1.NM.A.C	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
FL.PK-12.7.1.NM.A.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.PK-12.7.1.NM.C.A.1	Make lists.
FL.PK-12.7.1.NM.C.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.C.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

Student Learning Objectives

Identify the names and locations of the 20 Spanish-speaking countries of the world both orally and on a map

Identify and name the capital of each Spanish-speaking country both orally and on a map

Categorize each Spanish-speaking country into a region of the world

Ask and answer the question ¿De donde eres?

Correctly use the singular forms of ser as students orally ask and answer the question ¿De donde eres? and write a summary of their findings.

Instructional Activities

Identify the 20 Spanish-speaking countries on a map of the Spanish-speaking world

Sing a countries song

Identify the capitals of each Spanish-speaking country

Label a map of the Spanish-speaking world including capitals of each country and color code the map by Spanish-speaking region

Index card activity- hold up an index card with the correct region of the world when a Spanish-speaking country is named

Capitals Bingo- teacher calls the capital of a Spanish-speaking country while students mark off the corresponding country on their bingo boards.

Communicative Gap Activity- Students are given an index card with the name of a Spanish-speaking country. They then circulate around the room asking each other and responding to the question De donde eres? Students record the names of each student under the corresponding country. Students then write a summary of where each student in the room is from using the third person singular form of ser.

Interdisciplinary Connections

Social Studies: Geography

Texts and Resources

Smart board review game

Countries and capitals song from -<http://www.youtube.com/watch?v=8iF3Dv57oZM>

Maps of Hispanic countries and capitals

Templates of maps for students to complete

Assessment

Observation of appropriate response and identification of countries and capitals vocabulary building games.

Observation of accuracy in matching activities.

Observation of accuracy in completion of teacher created worksheets.

Checklist of recognition of basic vocabulary associated with countries and capitals vocabulary.

Teacher observation during asking/answering of questions and discussions related to countries and capital vocabulary.