Unit 3- America del Sur

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn basic facts about each Spanish-speaking country in South America. They will learn the capital and locations of all the Spanish-speaking countries, important sites and landmarks, the flag, currency, traditional foods, music,and basic historical facts.

Standards

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.C.2	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.)
WL.7.1.NM.A.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this under standing should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.5	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.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.B.C.2	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.)
WL.7.1.NM.B.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.C.5	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.)
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.2	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.)
WL.7.1.NM.C.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.C.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but a re not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.C.C.5	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.)
WL.7.1.NM.C.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

How does geographical location effect a country's culture?

How does each Spanish-speaking country in South America differ from the rest?

How does history effect a country's present day life?

Application of Knowledge: Students will know that...

- Cumbia is traditional song and dance from Colombia
- each country's currency varies and has different value
- each Spanish-speaking country in South America has its own distinct culture
- Las Pampas are famous grasslands found in Argentina
- Machu Picchu is a famous Incan ruin
- Tango is a traditional song and dance from Argentina
- the Amazon rainforest is the world's largest tropical rainforest and is located in South America
- the Andes mountains are the longest and one of the highest mountain ranges in the world (located on

the western coast of South America)

- The Atacama Desert, found in Chile, is one of the driest places on the planet
- the different flags of South America tell us a little about the history of each country
- the Incas were indigenous people from Peru
- there are 9 Spanish-speaking countries in South America: Venezuela, Colombia, Ecuador, Peru, Bolivia, Paraguay, Chile, Argentina and Uruguay
- traditional foods vary from country to country

Application of Skills: Students will be able to...

- describe and identify Machu Picchu
- describe important cities and landmarks in the different Spanish-speaking countries of South America
- describe the history behind the different Hispanic flags of South America
- describe the Inca people and their civilization
- describe traditional foods
- identify different currencies from South America
- identify different traditional songs and dances
- identify important physical features: Andes Mountains, Las Pampas, the Atacama Desert and the Amazon rainforest
- identify the capital of each country in South America
- identify the different flags of South America
- locate the countries of South America

Assessments

- Diagonostic: KWL chart
- Diagonistic: Word Splash
- Formative: label the map of South America with the different Spanish-speaking countries
- Formative: match the capitals with the correct countries
- Formative: match the flags with the correct countries
- Formative: Flag Project- create a a flag and describe the history behind the flag
- Formative: listen to and identify the kind of Hispanic music and the country that the music originated from
- Formative: match the traditional food with the correct country of origin
- Formative: illustrate Machu Picchu and write a short paragraph describing this Incan ruin
- Formative: identify the pictures of the Andes Mountains, Las Pampas, the Atacama desert and the Amazon rain forest
- Summative: South America Project- create a video where students travel to three different Spanish-speaking countries and describe three different locations within those countries
- Summative: Create a website a travel website for a country in South America. Students must include different places to visit and fun facts about the country.

Suggested Activities

- quia.com review games
- jeopardy
- lizardpoint geography games
- throw a pillow globe around the room and ask students to locate the countries and capitals of South America
- create a practice test for another student to take
- show Power Points on the different countries of South America
- in groups, have students read articles about a Spanish-speaking country in South America and present the information to the class
- create learning centers in the classroom for the different countries of South America
- create a webquest where students will have to search the internet to answer questions about the different countries of South America
- write a paragraph about a country in South America they would like to visit
- play "Where in the World is Carmen Sandiego?" (South America)- give students clues to determine where Carmen Sandiego is located

Activities to Differentiate Instruction

- tiered activities
- teacher-designed groups
- skeleton notes
- examples given
- activites that appeal to various learning styles
- enrichment worksheets
- challenge questions and activities
- Spanish experts to consult with struggling students

Integrated/Cross-Disciplinary Instruction

- Social Studies- history and geography
- Art- illustration of Machu Picchu
- Computers- webpage

Resources

- quia.com (review games)
- lizardpoint.com (geography game)
- flags.net

- crwflags.com
- kids.brittanica.com
- discoveryeducation.com/free-puzzlemaker (create worksheets)
- superteachertools.us (jeopardy)
- continents.mr.donn.org/powerpoints/southamerica.html
- exchange.smarttech.com (Smart Board activities)