

# Unit 5 Geography - Geografía

Content Area: **Unified Arts**  
Course(s): **World Language 3**  
Time Period: **January**  
Length: **10 Lessons**  
Status: **Published**

## Unit Summary

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In this unit students will identify the Spanish speaking countries in North America, Central America, the Caribbean, South America and Europe. They will hone geography skills by labeling key features of each country in the targeted language. The students will also explore their communication skills by communicating where they live in the targeted language. They will build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency.

## Standards

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

create and communicate knowledge.

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

## Student Learning Objectives

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Students will learn to...

- Label a map of Central America and the Caribbean with the Spanish-speaking countries.
- Label a map of South America and Europe with the Spanish-speaking countries.
- Identify the Spanish-speaking countries of the world on a map.
- Tell where they live in the target language.

## Essential Questions

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- How do people decide where to settle?
- How can geography affect culture?
- How does geography affect the spread of language?

## Enduring Understandings

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Students will understand that...

- language learning involves taking risks and learning from one's mistakes.
- an ability to communicate in another language fosters a better understanding of my own language and culture.

## Application

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Students will be able to independently use their learning to...

- have basic conversations in the targeted language
- identify Spanish speaking countries
- identify targeted language in written form

- compare English and targeted language

## **Skills**

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Students will be skilled at using targeted language to...

- identifying the geographical locations of the Spanish-speaking countries on a map.
- label a map with the Spanish-speaking countries.
- review the colors in the targeted language when coloring the countries on a map.
- tell where they live in the targeted language.