

2012

# Countries and Capitals

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# Countries and Capitals

Created by: Lynita Hunt

WACO Community High School, WACO Community School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Spanish I-IV	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Geography</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 4 days – 10-20 minutes per day	Goal (Req.): To learn about the countries and capitals of the Hispanic World.	
	Objective (Req.): Students will be able to identify and label the countries and capitals of the Hispanic World.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Maps</li> <li>• Textbooks</li> <li>• CD player</li> <li>• Country and capital song, “Capital Rock”</li> <li>• LCD projector</li> <li>• Computer</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are the countries and capitals in the Hispanic World?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Day 1 – Hand out blank maps and have the students label the countries and capitals in Spanish using their textbook maps.</li> <li>2. Day 2 – Hand in maps. Listen to country and capital song. Use Google Earth on the projector and scroll on countries/capitals as they sing the song.</li> <li>3. Day 3 – Hand back maps. Listen to song again and the students write them down as the song plays.</li> <li>4. Day 4 – Play fly swatter game. Two people are in the middle of a circle. Put cards on the desks either all country or capital side up. Say a country or capital and they have to find the corresponding name and “swat” it. Have the class repeat both words. Ex: I say “San Jose” they swat Costa Rica, class says San Jose, Costa Rica. This is a good review for the next day’s test.</li> <li>5. Extending the Lesson: The next project will be to choose 10 countries and find 5 things out about each country. Make a poster and chart it. They can do the same five things about each country if they wish.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> </ol>		

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Formative Evaluation (Req.): Map completion

Assessment (Req.): Day 5 – Test. The student will label both country and capital in Spanish in the correct spot. Extension: Poster.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical characteristics create and define regions.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The physical and human characteristics of places
- How culture and experience influence people’s perceptions of places and regions
- The characteristics, distribution, and migration of human populations on Earth’s surface
- How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.):

- Location
- Place
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School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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