

## WHERE IN THE WORLD?

### Performance Standard 30A.G:

Demonstrate knowledge of geography by creating a topographical map, label geological features and exhibit them in their correct locations accordingly:

- *Knowledge*: know vocabulary for maps and geographical features;
- *Comprehension*: understand key terms; and
- *Communication*: use appropriate strategies to convey information in the target language.

### Procedures

1. ***In order to use the target language to reinforce and further knowledge of other disciplines (30A)***, students should experience sufficient learning opportunities to develop the following:
  - Classify differing economic systems in a country where the target language is spoken.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Classify and describe different facets (e.g., transportation, retail, agriculture) which influence the economy of a target language country.
4. Divide students into small groups, with each group researching one of the economic factors (e.g., stock market, transportation, retail sales, tourism/hotel, insurance, service industry).
5. Have students research various facets which influence the economy.
6. Each group will create a brochure depicting the economic influence on their economy.
7. Brochures should include correct grammar, spelling, capitalization, punctuation.
8. Students will create a map depicting five features of the target language country.
9. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: knew geographical and economic vocabulary.
  - *Comprehension*: understood main concepts and cues.
  - *Communication*: used appropriate skills and strategies.

### Examples of Student Work not available

### Time Requirements

- One class period

### Resources

- Paper
- Markers
- Colored pencils
- Foreign Language Rubric