

# Unit 4 Weather/ Seasons - El tiempo/ Las estaciones

Content Area: **English Language Arts**  
Course(s): **Spanish 4**  
Time Period: **December**  
Length: **10 Lessons**  
Status: **Published**

## Unit Summary

In this unit, students will identify the four seasons and the kind of weather that occurs in each season. They will develop their ability to communicate in the targeted language about weather using expressions. Students continue to utilize vocabulary previously learned and build on their verbal communication skills of the targeted language.

## Standards

LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
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.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.5	<p>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.</p> <p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

## Student Learning Objectives

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Students will learn to:

- identify the four seasons in the targeted language.
- describe the current weather in the targeted language.
- describe the weather that happens in each season.

## Essential Questions

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- How will I respond to what I hear and interpret what I read in Spanish?
- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
- How can we compare the weather in Spanish speaking countries to our weather in the US?
- How do I describe the weather around me?

## 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.
- describe the weather in the United States and the Spanish speaking countries.
- communicate with peers in targeted language.

## Skills

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Students will be skilled at using targeted language to:

- use adjectives to describe the weather.
- describe what they are wearing.
- combine previously learned knowledge about weather with newly learned vocabulary about clothing.