Unit 2: Weather

Content Area: **World Language**
Course(s): **World Language 7 Spanish**
Time Period: **Sept-June**
Length: **30 days & Grade 7**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

SPANISH 7, GRADE 7

Unit 2 -Weather

Belleville Board of Education

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Unit Overview

Unit 2- Weather

This unit will:

- Recall days of the week and months of the year.
- Be introduced to days and months through calendar fill-in, matching numbers with months.
- Review seasons via visual cues.
- Review weather expressions and be introduced to temperature via PowerPoint.

· Give weather forecast via PowerPoint, video.

· Write an email to host sibling about what he/she needs to pack and what the weather will be like in a selected region

of a Spanish speaking country and what activities you will be participating in.

· Conduct a weather forecast for a specific city or region.

· Depict/draw and locate the 20 regions of Latin America and Spain.

Enduring Understanding

Learning a different language/culture leads to greater understanding of one's own and other languages and cultures.

Learning a different language/culture leads to greater understanding of why people think and act in different ways.

State weather conditions in the target language.

Forecast the weather for each season.

Essential Questions

Essential Questions are:

Why do people from different cultures sometimes say, write, and do things differently from the way I do them?

How are they similar and different?

How does the weather affect you?

How does the weather change in each season?

How can symbols help you understand the weather forecast?

How would you describe the diversity of the twenty regions of Latin America and Spain?

Exit Skills

By the end of Unit 2, Students will know the following:

Use weather expressions on a daily basis.

Give the date and express their own birthdate.

Identify and recall vocabulary for seasons, days, months and year.

Identify and restate vocabulary for weather and temperature.

Describe the climate in countries where the target language is spoken.

Name and identify the 20 regions of Latin America or Spain.

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Learning Objectives

After completing UNIT 1-Weather, students will be able to:

· **IDENTIFY supply vocabulary for the days of the week and months months of the year.**

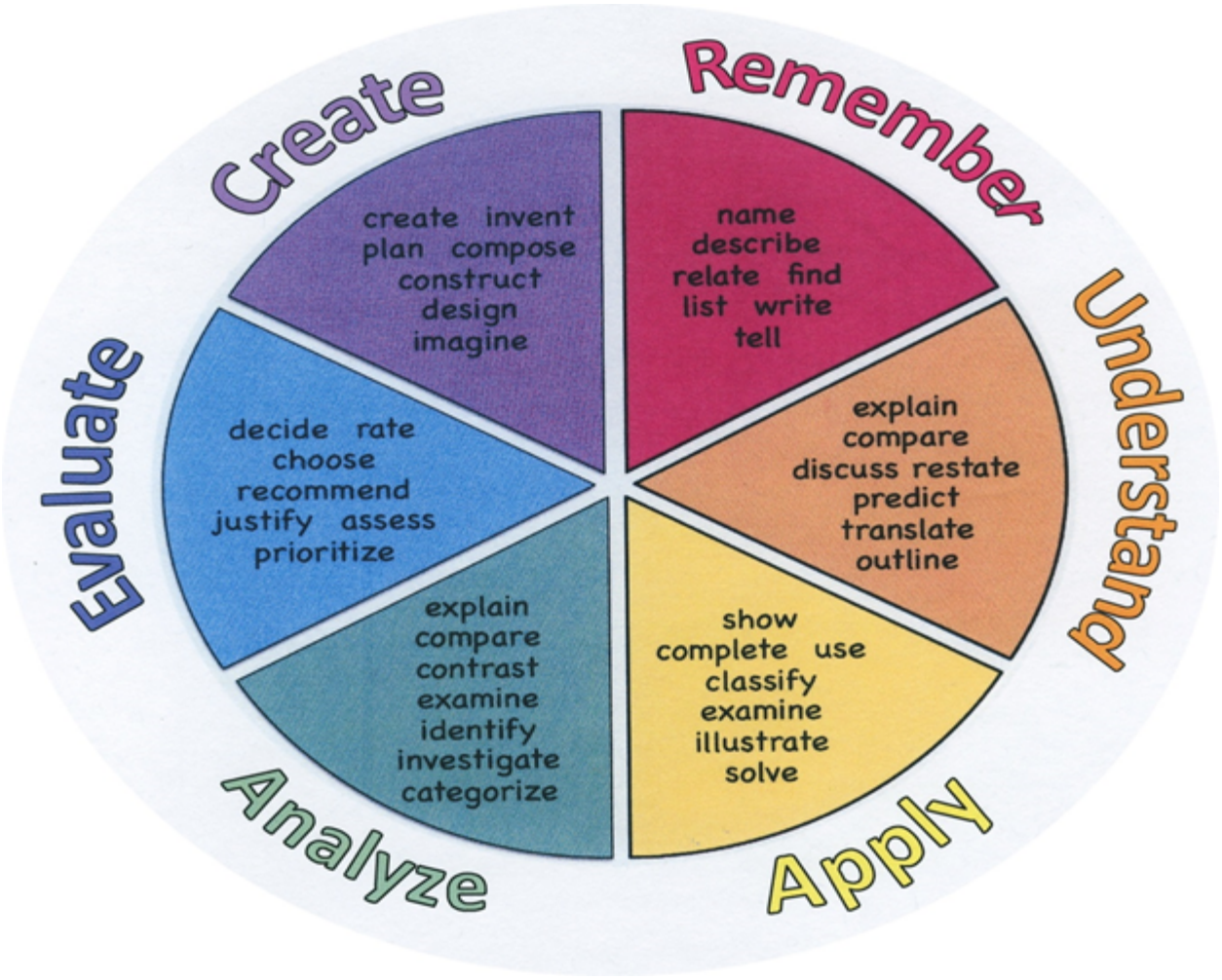
· **UTILIZE** parts of speech with the appropriate group.

· **COMPOSE** BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING SHORT PHRASES OF weather expressions, temperature and seasons.

· **EVALUATIVE & DEMONSTRATE** the above information with appropriate groups.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

ACTIVITIES

- Be introduced to days and months through calendar fill-in, months of the year.
- review seasons via visual cues.
- review weather expressions and be introduced to temperature via Powepoint
- Conduct a weather forecast for a specific city or region of the target language.

Assessment Evidence - Checking for Understanding (CFU)

Homework-List Weather expressions and vocabulary words.

Tests & Quizzes- Match/write the weather expressions with the picture.-summative assessment

Projects- research a region in Latin America or Spain and tell the forecast/weather on the 4 seasons.-benchmnark assessment

Skits-Role-Play an informal question and response about the weather.-benchmark assessment

Conduct a weather forecast for a specific city or region of the target language.-alternate assessment

Think ,pair, share-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

Ancillary Resources

Resources/Materials

Chromebooks

Smartboard

Handouts

Various Websites

Technology Infusion

What technology can be used in this unit to enhance learning?

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptops

Youtube video streams

MS Word

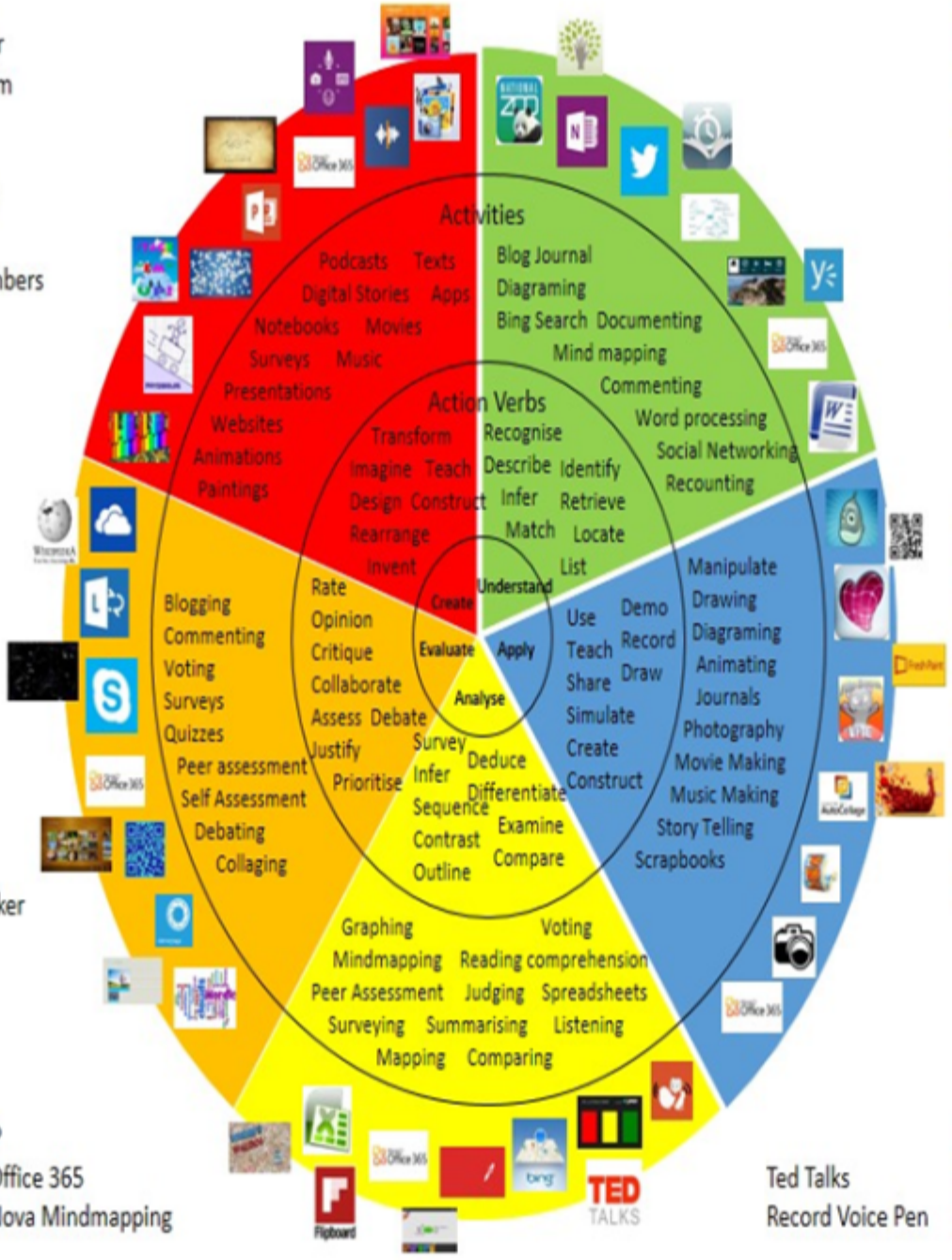
Power Point Presentations

Forecast research

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

English, reading or language arts

Visual and Performing Arts

World languages

Arts

Mathematics

Economics

Science

Geography

History

Social Studies

Government and Civics

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8	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.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Visual and Performing Arts https://www.state.nj.us/education/aps/cccs/tech

Global Awarness

Financial, Economic, Business and Entrepreneural Literacy

Civic Literacy

Health Literacy

Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

MODIFICATIONS AND ADAPTATIONS

The guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the students modifications.

Instructional staff of students with Individualized Education Plans (IEP's) must adhere to the recommended modifications defined in each individual plan.

- Provided a word bank on weather vocabulary and includes visuals with vocabulary.
- Provide a list of weather vocabulary words w/pictures in Italian as a study guide.
- Modify tests/worksheets-Included a word bank on weather vocabulary words to choose from.

Differentiation/Modification:

1) The Teacher will walk around and observe the students while they are engaging in group activities to check for comprehension and/or mastery of the lesson content.

2) The Teacher will ask simple questions throughout the lesson related to the material they learned.
3) The Teacher will afford students extra necessary time to do practice presentations accompanied by the teacher and peer feedback to complete assignments.

4) Repeated directions and small group assignments.

STUDENTS BELOW TARGET / STUDENTS MEETING OR EXCEEDING TARGET

Guided practice

Learning Buddies

Time Extensions

Offer Choice of response (verbal, creating a dialogur)

Pairing oral instruction with visuals

Role-Play

Cooperative Learning

Independent Study

Test Modifications

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed

- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills

- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Follow all modifications detailed in IEP

Extra time Read questions on assessments....* give more time on rereading questions about the weather.

Provide vocabulary visuals...*provided a word bank on weather and includes visuals with vocabulary.

Monitor comprehension

Provide organizers/study guides ...* give a list of weather vocabulary words w/pictures in Italian as a study guide.

Frequently check for understanding

Provide modeling

Provide guided reading instruction

Directions repeated, clarified or reworded Re-teach materials, when needed Break tasks into smaller, manageable segments

Modify tests/worksheets....* included a word bank on weather vocabulary words to choose from.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Students tutor with peers-share each others notes on weather vocabulary lists and phrases about weather.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Using true/false, matching, or fill in the blank tests in lieu of essay tests

- Students match the weather expression with the picture
- Students fill in the logical weather vocabulary word in sentences.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations-* Student presents a weather project on Italy/regions.

Interest-based content to trigger student engagement- *Student chooses region most interested about in Italy.

Real-world problems and scenarios

Open-ended activities-*Student relates personal travels & interests/favorites on weather related to seasonal sports.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: