

# Unit 6: Weather

Content Area: **World Language**

Course(s): **Generic Course, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**

Time Period: **6 weeks**

Length: **Weeks**

Status: **Published**

## Unit Overview

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Students will compare and contrast the weather conditions between target countries and the US. Students will learn the essential vocabulary to express and understand weather conditions. Students will apply their knowledge by creating a weather forecast. In addition, the students will give opinions and preferences about weather and seasons. Furthermore, students will apply previous knowledge about actions/places/grammar/etc.

## Transfer

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

- Identify 15 weather related words/phrases in the target language, which enhances their overall vocabulary knowledge.
- Deepen their knowledge about cultural differences, which are often reflected in the language.
- Design a weather forecast.
- Hold conversations in the target language.
- Understand and express opinions/preferences about weather conditions.

## Meaning

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## Understandings

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Students will understand that...

- The way they express and form sentences/phrases is directly correlated with others understanding their messages.
- Learning a different language/culture leads to greater understandings of one's own and other languages/cultures and why people think and act in different ways.
- the topics in a foreign language are related and previous knowledge makes it easier to use the target language.

## **Essential Questions**

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Students will keep considering...

- How will you develop confidence to engage in conversation in the target language?
- How do you present a weather forecast to an audience appropriately?
- How do I identify/describe weather expressions in the target language?
- What activities do I do during different weather situations?
- What activities do people in that target culture do during different weather situations?
- What are the similarities and differences in the geography of the target county(countries) and the U.S.?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- 12-15 weather expressions in the target language.
- seasons in the target language and the months that fall in each season.
- how to ask what the weather is like in the target language.
- how to include prior concepts, such as greetings, farewells, and the complete date.
- the weather conditions around the globe/ in the target countries are different.

### **Students will be skilled at...**

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Students will be skilled at...

- Creating a weather forecast using:
  - the question: “What is the weather like?” in the target language

- 4-5 weather conditions and corresponding seasons
- prior concepts including: greetings, farewells and the complete date
  - comparing/contrasting weather conditions between the target countries and the U.S.
  - utilizing 12-15 weather expressions in the target language.
  - giving opinions and preferences about weather and seasons.

## **Academic Vocabulary**

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It's sunny

It's cloudy

It's windy

It's cold

It's hot

It's warm

It's raining

It's snowing

It's nice weather

It's bad weather

Summer

Winter

Spring

Autumn

What is the weather like?

What is your favorite season and why?

## Target 2

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SWBAT:

- compare and contrast the weather conditions between target countries and the U.S.
  - utilize 10-11 weather expressions in the target language.
  - apply previous knowledge about actions/places/grammar/etc.
  - create a weather forecast using:
    - the question: "What is the weather like" in the target language.
    - 4-5 weather conditions and corresponding seasons.
    - prior concepts including: greetings, farewells and the date.
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## Target 3

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SWBAT:

- compare/contrast weather conditions between target countries and the U.S.
- utilize 12-15 weather expressions/seasons in the target language.
- give opinions and preferences about weather and seasons.
- apply previous knowledge about actions/places/grammar/etc.
- design a weather forecast using:
  - the question: "What is the weather like?" in the target language.
  - 4-5 weather conditions and corresponding seasons.
  - prior concepts including: greetings, farewells and the complete date.

## Summative Assessment

•Aural/oral assessments
•Group Projects
•in-class Projects
•Interpersonal activities
•Interpretive activities

•Performance assessment
•Picture prompts for oral or written assessment
•Presentational activities
•Project (weather forecast and/or my favorite season)
•Reading comprehension
•Role plays
•Skits
•take home projects
•Unit test/quiz

## 21st Century Life and Careers

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CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

## Formative Assessment and Performance Opportunities

•Informal classroom conversations
•Informal paired conversations
•Interactive games and activities
•Original written paragraphs and/or sentences using vocabulary and verbs
•Picture recognition and identification of words
•Presentational activities
•Reading comprehension
•Role plays
•Sentence and paragraph writing
•Skill based worksheets

## Differentiation/Enrichment

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•Extra time to think and reflect, i.e. wait time
•Follow all accommodations from 504 plans and IEPs
•More group work and pair work

•More visual and oral resources available
•Restate learning goal/activity in own words
•Shortening the length of material but retaining authenticity
•Study guides
•Teachers notes readily available
•Word banks/ word wall

## Unit Resources

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•Academic games	.
•Maps	.
•Powerpoint presentations	.
•Teacher created worksheets	.
•Unit rubric	.
•Unit test	.
•Websites	.