

# MP2,3-Weather

Content Area: **World Language**  
Course(s): **Spanish 6**  
Time Period: **MP2-3**  
Length: **MP2-3**  
Status: **Published**

## Essential Questions

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- What is the weather and climate in Spanish speaking countries?
- How do I describe the weather?

## Big Ideas

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- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues.
- They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

## Technology Integration

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8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

Activity:

Students will be introduced to weather via the SMART TV. The following day students will break up into groups and look at the weather conditions for different Spanish speaking countries. Each group will be asked to create a graph using Google Sheets predicting the weather forecast for their specific country within a five day time-line.

## Cross-Curricular Integration

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Integration Area: **Technology**

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the result

Activity:

Students will be introduced to various ways to express weather in Spanish. Once students have mastered the vocabulary they will each choose a country and graph their weather for a five day period. Students will be able to express the weather conditions of that country in Spanish.

## **Enduring Understandings**

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### **7.1 Language**

#### **A. Interpretive Mode**

7.1.NH. IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH. IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH. IPRET.5: Identify some unique linguistic elements in the target culture

#### **B. Interpersonal Mode**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations

#### **C. Presentational Mode**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

## **Focus Area**

### **Verbs**

- stem changing *e>ie*, *o>ue*, and *e>i*
- *hacer* and *salir*

### **Vocabulary**

- Days of the week
- Months

- Seasons
- Weather expressions

## **Cultural**

- Many products and practices related to home and community are shared across cultures.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)