

04_Summer and Winter Months

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25-30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Spanish 8

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Spanish-speaking people enjoy a variety of summer and winter activities.
- the correct use of grammar facilitates communication.

Essential Questions:

- What summer and winter activities are most popular in Spanish speaking countries?
- How can I communicate in Spanish to discuss summer and winter activities?

CONTENT AREA STANDARDS

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.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Spanish-speaking people enjoy a variety of summer and winter activities.
- the correct use of grammar facilitates communication.

Procedural Knowledge

Students will be able to:

- talk about winter and summer sports.
- use the preterite tense of regular -AR verbs and the preterite of ir and ser to relate actions and events that took place in the past.
- use the direct object pronouns lo, la, los and las to refer to the summer and winter activities.

EVIDENCE OF LEARNING

Benchmark Assessments

Eduastic Assessments

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Formative Assessments

1. Teacher prepared worksheets
2. Chain drills
3. Role Play

Summative Assessments

1. Quizzes/tests
2. Original Skits
3. Role-playing activity: Work with a classmate. You are at a ski resort in Chile and have to rent some equipment for a day on the slopes. Tell the clerk (your partner) what you need. Find out whether he or she has what you need and how much it all costs.
4. Map activity: Using a weather map from a Spanish newspaper, decide what city you would like to visit as a side trip from Madrid. After you choose a city, tell what the weather will be like and what you will do there.
5. Paired activity: Using an illustration of a beach scene, work with a classmate asking and answering questions about what the people in the illustration did at the beach yesterday.
6. Paired activity: Describe a recent skiing trip you had in the Sierra Nevada in Spain. Your friend will ask you questions about what you did there.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Textbook/Workbook Ch 4
- CD Audio Resource
- Teacher prepared worksheets

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Informational Writing

Physical Education - Sports

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.