

# 02\_Habitats around the World

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **35 days**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

This is an introductory Spanish course continuing on from the topics studied in Spanish Novice 1. It builds on the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include habitats around the world, including weather, animals and geographical locations; foods and eating in a restaurant; the house and the family; the body and health; and sports. Students will continue to ask questions in Spanish, as well as form sentences to answer questions in Spanish. This course develops the essential pieces of learning the next level of a world language with an emphasis on reading, writing, listening and speaking. It also uses the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

*Students will understand that:*

- the weather varies in different parts of the Spanish-speaking world.
- there is a difference with temperature readings in the USA compared to the Spanish-speaking world.
- there are animals with different characteristics in the United States and in the Spanish-speaking culture.

*Essential questions:*

- How can I express the weather in Spanish?
- What are the differences in climates between where I live versus locations within the Spanish-speaking world?
- How do I express temperature in Spanish-speaking countries?
- Where do various animals live in Spanish-speaking countries?

## **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.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

WL.NM.7.1.NM.PRSNT.6

culturally authentic materials and other resources related to targeted themes.

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)**

---

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.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.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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:

- they can use basic weather expressions in Spanish to discuss issues with global climate change.
- there is a difference in expressing the weather temperatures in Spanish-speaking countries, including conversions for Celsius and Fahrenheit.
- different geographical locations around the world use different weather expressions.
- there are different animals and habitats in Spanish-speaking countries around the world.
- the verb "VIVIR" is used in Spanish to describe where people or animals live.
- some letters in Spanish are pronounced differently than the way we pronounce them in English.
- each animal has a different definite or indefinite article depending on if the word for the animal is masculine or feminine.

### **Procedural Knowledge**

---

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases from weather expressions, as well as the animals and habitats vocabulary.
- 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 from weather expressions, as well as the animals and habitats vocabulary.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to the weather weather, as well as the animals and habitats vocabulary.
- name and label tangible cultural products associated with climate change in the Hispanic regions of the world.

## **EVIDENCE OF LEARNING**

---

### **Formative Assessments**

---

1. Exit ticket: How can I describe my surrounding environment in another language?
2. Game: Pictionary with weather terms
3. Skit/Project: Students will make a weather forecast researching the Internet and finding up-to-date information about the weather.
4. Writing activity: Students will describe each geographical location using the weather terms in an essay.
5. Graphic organizer: Identify weather expressions that go with typical months and seasons of the year.
6. Writing activity: Students will create a flyer for their missing pet.
7. Writing activity: Write a short essay about nine different animals in different geographical locations including the weather and descriptions.
8. Writing activity: Students will write a descriptive essay about an animal that is similar to them.
9. Listening comprehension: Descriptions of animals and students will identify the animals.
10. Exit ticket: How does the weather and habitat influence animal behavior?

### **Summative Assessments**

---

1. Listening assessment: Weather expressions
2. Quiz 1: Weather & colors
3. Project: Create your own weather forecast for the week in Spanish. Students can choose a Spanish-speaking country and a week of the year. This is a writing assignment as well as a speaking assignment. They will film themselves giving the weather forecast like on the news.
4. Quiz 2: Animals
5. Unit test: Animals, habitats and the verb VIVIR (to live)
6. Project: Create an illustration of the different geographical locations with the weather terms.
7. Project: Create a storybook including the weather, the animals and the geographical locations- Brainstorm for the storybook. Work in pairs.
8. Project: Create a story using [www.blabberize.com](http://www.blabberize.com) including the weather, the animals and the

geographical locations.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

- Around the World: El tiempo
- Google slides with nature expressions and photos [https://docs.google.com/presentation/d/1KmtIKXngaEj6\\_6Z1D8icnD8B-iCNga4JJQrmESFGkUQ/edit?usp=sharing](https://docs.google.com/presentation/d/1KmtIKXngaEj6_6Z1D8icnD8B-iCNga4JJQrmESFGkUQ/edit?usp=sharing)
- Packet 1 "El tiempo y los colores" [https://drive.google.com/file/d/1d2\\_yxJ--hcTLMb14Vj5ozNVbXCFP6w0v/view?usp=sharing](https://drive.google.com/file/d/1d2_yxJ--hcTLMb14Vj5ozNVbXCFP6w0v/view?usp=sharing)
- Google slides "¿Cuál es la temperatura?" <https://docs.google.com/presentation/d/1Zv5XhfHadsZL8qQvuOWFRdoW9UsgFDC4dXzHOLVOKv0/edit?usp=sharing>
- Google slides "¿Qué tiempo hace?" <https://docs.google.com/presentation/d/1A8wK6NrxIEEtXRlFO315UBWTTglzxoHAdLiqYyENB4g/edit?usp=sharing>
- Google slides "Los colores" [https://docs.google.com/presentation/d/1\\_ZNsD8loVi3OcpTI6KFIHK4oMvbwP2V3Eda872u3zwY/edit?usp=sharing](https://docs.google.com/presentation/d/1_ZNsD8loVi3OcpTI6KFIHK4oMvbwP2V3Eda872u3zwY/edit?usp=sharing)
- Packet 2 "Los animals, los habitantes y el verbo VIVIR" <https://drive.google.com/file/d/19gV2B4s-ONWAOKMscnKmXx0qFXKQav9u/view?usp=sharing>
- Game: Around the World - Animales [https://docs.google.com/presentation/d/1ov\\_4kwKpmMPa4Ov4Z\\_1-2YeGZjcbZegnnVfNZKyKNAY/edit?usp=sharing](https://docs.google.com/presentation/d/1ov_4kwKpmMPa4Ov4Z_1-2YeGZjcbZegnnVfNZKyKNAY/edit?usp=sharing)
- Google slides with animals [https://docs.google.com/presentation/d/1mGgend5jHXeDUVRj0fe5QB6cYcUA6fLxXR\\_DvgQaG4M/edit?usp=sharing](https://docs.google.com/presentation/d/1mGgend5jHXeDUVRj0fe5QB6cYcUA6fLxXR_DvgQaG4M/edit?usp=sharing)
- Google slides for the verb "VIVIR" <https://docs.google.com/presentation/d/1K5see7DqMNoNhsVduHWUP8GJyFe1-63iyoddxd91HjA/edit?usp=sharing>
- Use of whiteboards to practice the numbers
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Quizlet games
- Teacher created Jeopardy
- Websites:

<http://www.studyspanish.com/vocab/games/weatherla-matching.htm>

Weather rap video: <http://www.youtube.com/watch?v=aszXrnocJY0&feature=related>

[www.espanol.weather.com](http://www.espanol.weather.com)

[www.blabberize.com](http://www.blabberize.com)

## **INTERDISCIPLINARY CONNECTIONS**

---

English/Language Arts - Language Acquisition, Information Writing

Visual Performing Arts - Dramatization

Science & Health - Geoscience, Environmental literacy

Technology/Multimedia - Educational tech applications

Math - computations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.