

# 03-Summer and Winter Activities

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-30 days**  
Status: **Published**

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

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The course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of the reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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

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Students will understand:

- Spanish-speaking people enjoy a variety of summer and winter activities.

- the correct use of grammar and vocabulary to facilitate communication.
- how to discuss past actions and events.
- cultural perspectives on summer/winter activities and sports in the Spanish speaking world vs United States
- how to compare and contrast world-class beaches and resorts in the Spanish speaking world vs United States

## Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

## Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

## CONTENT AREA STANDARDS

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LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
WL.NH.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.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

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

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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.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- the location of world -class beaches and resorts in the Spanish-speaking world is important to know when traveling.
- the use of vocabulary and grammatical functions to be able to describe weather and to facilitate communication.
- weather and climate in the Spanish speaking world is an important role when traveling.
- the reversal of seasons has an impact on travel and leisure time activities in Latin America.
- summer and winter activities in the Spanish-speaking world can be compare to United States.
- grammar is essential to proper communication.

### **Procedural Knowledge**

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Students will be able to:

- talk about winter and summer sports
- narrate in the past about winter and summer activities as well traveling
- to ask and respond to questions about travel
- to differentiate between direct object pronouns vs indirect object pronouns
- tell about weather/seasons
- describe weather
- engage in short conversations about beach and ski resorts, water sports and skiing
- infer the meaning of new words in reading and online material about summer and winter activities in the Spanish speaking world
- combine and recombine learned language to talk about traveling and activities

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Pear/Edulastic Assessments

### **Alternate Assessments**

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

### **Formative Assessments**

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Three modes of communication: Interpretive, Interpersonal and Presentational: To discuss about summer and winter activities. Resorts and beaches in the Spanish speaking world.

Do now's/Exit tickets

Homework

Role-playing activities-Summer and winter activities

Paired activities

Questions and answers by teacher/students

Listening activities (AP activity)

Speaking activities-¿Qué actividades te gustan o no te gustan en el verano o invierno y por qué? ¿Cuáles son tus favoritas y por qué?

Reading activities

Presentational activities-narrate events in the past

Writing activity/mini-project: students use past tense to write an email to a family member/friend about a famous ski-resort or beach-resort. (AP activity)

## **Summative Assessments**

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QUIZZES: Using the three modes of communication: Interpretive, Interpersonal, and Presentational

- Vocabulary quizzes-students identify and label seasonal activities
- Grammar quizzes: students use past tense to write about past events and activities
- Oral Quizzes: students answer personal questions on topic using technology

Interpersonal: Speaking with a partner/E-mail

Presentational: Writing or speaking/Presentations

PROJECT - El verano y El invierno

Chapter TEST: Using the three modes of communication: Interpretive, Interpersonal, and Presentational

(Application of vocabulary and grammatical functions related to summer and winter activities by using the three modes of communication)

Benchmark Assessment-Mid year Review

Benchmark Assessment- End of year Review

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

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Buen viaje -Glencoe Spanish 1-(Chapter 9-El verano y el invierno)

Buen viaje 1-Glencoe-Practice workbook and audio/visual components

[Weblink](#)

Incorporating visuals within texts

Powerpoints/Google slides

Provide written and oral directions

Pairing students

Sample texts

Graphic organizers

Authentic documents (Youtube videos)

Videoele

Edpuzzle

Quizlet/Kahoot

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Topography

Use technology to enhance productivity

### **Diversity & Inclusion**

Common phrases are used in travel based on the country or region

### **Climate Change:**

How does weather affect traveling throughout different countries and the hemispheres?

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

### Spanish 2 Honors:

- Ask questions about summer, winter activities and weather.
- Converse about summer and winter activities.
- Express preferences about beach and ski resorts, water sports and skiing.
- Identify when to use the preterite tense vs the present tense.
- Identify when to use direct object pronouns vs indirect object pronouns.

### Differentiation/Accommodations/Modifications

Gifted and Talented	English Learners	Students with 504s	Students with Disabilities	Students at Risk of School Failure
Differentiated Assignments: Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.	Language Support: Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.	Extended Time: Allow additional time for assignments, tests, or classwork based on the student's needs.	Accessible Instructional Materials: Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.	Small Group Instruction: Provide small group settings for targeted instruction and support in areas where students struggle.
Independent Projects: Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.	Simplified Language: Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.	Modified Assignments: Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.	Extended Time for Assignments/Assessments: Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.	Additional Instructional Time: Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.
Enrichment Activities: Introduce enrichment	Provide simplified versions of texts or materials without compromising	Use of Technology: Permit the use of assistive technology	Assistive Technology: Provide access to assistive technology tools (screen readers, speech-to-text	Individualized Learning Plans:

activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest.	content depth. Visual Aids and Graphics: Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners.	tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials.	software, communication devices) that support learning and communication.	Develop individualized plans that address specific academic needs, learning styles, and areas of improvement.
Flexible Pacing: Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed.	Contextualization and Real-Life Examples: Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement.	Preferential Seating: Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions).	Modified Assignments and Assessments: Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.	Modified Assignments and Assessments: Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards.
Mentorship and Expert Resources: Provide access to mentors, experts in the field, or external resources to guide and support students in exploring their interests deeply.	Extended Time and Flexible Assignments: Allow extended time for completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency.	Visual Aids: Provide visual aids such as charts, graphs, or diagrams to support comprehension of complex concepts.	Use of Scribes or Readers: Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.	Progress Monitoring and Feedback: Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies.
Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.	Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and	Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.	Preferential Seating and Physical Accommodations: Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.	Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.
Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing		Sensory Accommodations: Implement accommodations for students with sensory needs, such	Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.	
			Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce	



them to delve deeper into specific subjects.	interaction.	as noise-canceling headphones, a quiet space for breaks, or fidget tools.	learning and aid comprehension for students with learning disabilities or ADHD.	Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students.
Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs.	Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter.	Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.	Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.	
Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on responsibilities and initiatives.	Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines.	Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests.	Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs.	Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.
Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.	Clarification and Repetition: Encourage teachers to clarify instructions, repeat key points, and check for understanding frequently throughout lessons.	Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.	Behavioral Supports and Sensory Accommodations: Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders.	Study Skills and Organizational Support: Teach study skills, time management, and organizational strategies to help students become more independent learners.
Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their	Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.	Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning.	Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with	Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.

learning experiences.	in English.	Communication Support: Utilize communication tools or aids for students with speech or language impairments.	communication disorders.	
	Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.	Ensure that the accommodations align with the goals outlined in the student's 504 plan.	Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.	Curriculum Modifications: Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.
			Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).	Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.
				Access to Resources and Interventions: Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.
				Alternative Assessments: Offer alternative forms of assessment that better align with students' strengths and provide a more accurate representation of

their knowledge  
and skills.