

# 04\_ Los Lugares y El Tiempo

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

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

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize 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**

### ***Objectives- Students will understand that:***

- the cultural differences between English speaking countries and Spanish speaking countries bring a necessity to understand the culture before identifying the language.
- the weather in Spain is expressed with phrases that are not identical in English.
- temperature in Spain is in Celsius, not Fahrenheit.
- there is a difference with temperature readings in the USA compared to the Spanish-speaking world.

### ***Essential Questions:***

- In which cities would it be beneficial to speak Spanish?
- How can I use the locations around the city to communicate in Spanish?
- What are some important differences between Spanish-speaking cities and cities in the United States?
- How is the weather different in Spain than here in the US?
- 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?

***Enduring Understandings:***

- It is important to be able to communicate in Spanish for traveling to cities around the world.
- The weather varies in different parts of the Spanish-speaking world.

**CONTENT AREA STANDARDS**

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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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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 culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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

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LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
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**

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### **Declarative Knowledge**

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Students will understand that:

- there are different locations around the city in Spanish-speaking countries.
- they can use Spanish to express where things are located.
- the Spanish language can help them to give directions on a map to Spanish speakers.
- 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.

### **Procedural Knowledge**

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Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases with the locations and weather vocabulary.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about locations and weather in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the locations and weather vocabulary in Spanish.
- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class when expressing locations and weather relating to

their personal needs in Spanish.

- report on the content of short messages that they hear, view, and read in predictable culturally authentic materials about locations and weather.
- demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change, in various Hispanic countries.
- exchange brief messages with others about climate in the Hispanic countries of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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1. Listening comprehension: Students will illustrate where the people go around the city.
2. Game: Connect 4-Places around the city.
3. Game: Charades with prepositional phrases.
4. Webquest: Students will complete a webquest about cities in Spain. Students will research different cities in Spain and compare the difference between the cities. Students will fill out an application online.
5. Partner Activity: ¿Dónde estás? - Each partner has a picture of a different city with places identified in Spanish on their map. Each partner will ask the other questions to learn where specific places are located within the city. They will write down their partners' responses.
6. Exit ticket: How can I describe my surrounding environment in another language?
7. Game: Pictionary with weather terms
8. Skit/Project: Students will make a weather forecast researching the Internet and finding up-to-date information about the weather.
9. Writing activity: Students will describe each geographical location using the weather terms in an essay.
10. Graphic organizer: Identify weather expressions that go with typical months and seasons of the year.
11. Writing activity: Write a short essay about nine different animals in different geographical locations including the weather and descriptions.

## **Summative Assessments**

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1. Project: Create a digital city map using interactive animation. Students will create a city map on PowerPoint using detailed instructions with animation and clipart. Students will include the places around the city, label the parts of the city and include different professions. The students will present the maps to the class and express where different people go to and work.
2. Quiz: El tiempo
3. Listening assessment: Students will hear a description of a location in Spanish and identify which place is being described.
4. Listening assessment: Weather expressions
5. Speaking assessment: 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.
6. Project: Create an illustration of the different geographical locations with the weather terms.
7. Project: Students create a travel brochure for visiting a city in Spain.

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

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- SmartBoard activities
- Quizlet
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Around the World: El tiempo
- [Google slides with nature expressions and photos](#)
- [Google slides "¿Cuál es la temperatura?"](#)
- [Google slides "¿Qué tiempo hace?"](#)
- Use of whiteboards to practice writing sentences and asking questions
- Quizlet games
- Teacher created Jeopardy
- Websites: <http://www.studyspanish.com/vocab/games/weatherla-matching.htm>
- [Weather rap video](#)
- [www.espanol.weather.com](http://www.espanol.weather.com)
- [www.blabberize.com](http://www.blabberize.com)
- [Numbered Heads game: Los lugares](#)
- [Google slides on the verb IR \(to go\)](#)
- New Years Eve Grape tradition
- La Tomatina festival activity
- [Repaso rapido: Facts about Spain - 10 interesting facts about Spain](#)

- [Film: \*Music of Plácido Domingo\*, a famous Spanish opera singer](#)
- [Introduction to Plácido Domingo](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Information Writing

Social Studies - Social relationships among people

Career Readiness - Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

Visual Performing Arts - Dramatization

Science & Health - Geoscience, Environmental literacy

Technology/Multimedia - Educational tech applications

Math - computations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Accommodations & Modifications**

#### **Students within Special Education programs:**

\*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

**Students with 504s:**

\*Individual accommodations and modifications will be made according to the 504 document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

**At Risk of Failure:**

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments