## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009 NJCCC Standard(s), Strand(s)/CPI #</strong></td>
<td><strong>X</strong> Global Awareness</td>
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<td>(<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</td>
<td>___ Financial, Economic, Business and</td>
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<td>___ Entrepreneurial Literacy</td>
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<td>___ Civic Literacy</td>
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<td>___ Health Literacy</td>
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<td>___ Environmental Literacy</td>
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### 7.1 World Languages
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- **A. Interpretive Mode**
- **B. Interpersonal Mode**
- **C. Presentational Mode**

### 21st Century Skills

#### Learning and Innovation Skills:
- **X** Creativity and Innovation
- ___ Critical Thinking and Problem Solving
- **X** Communication and Collaboration

#### Information, Media and Technology Skills:
- **X** Information Literacy
- ___ Media Literacy
- ___ ICT (Information, Communications and Technology) Literacy

#### Life and Career Skills:
- ___ Flexibility and Adaptability
- ___ Initiative and Self-Direction
- **X** Social and Cross-Cultural Skills
- ___ Productivity and Accountability
- ___ Leadership and Responsibility
### Enduring Understandings:

*Students will understand that...*

**EU 1**
Community shapes lifestyle in Spanish-speaking countries.

**EU 2**
Weather affects plans.

### Essential Questions:

*EU 1*
- How do the places in a community shape what people do?
- How might a community look from a visitor’s perspective?

*EU 2*
- How does the climate in a community shape what people do?
- What might happen to plans if the weather forecast changes?

### Knowledge:

*Students will know...*

**EU 1**
- Places in a town (mall, movie theater, library, etc.)
- Leisure activities (to go shopping, to play soccer, etc.)
- Telling with whom you go
- Telling when you go
- The verb “ir” (“to go”)
  - ir + a + infinitive

**EU 2**
- Weather expressions
- Seasons

### Skills:

*Students will be able to...*

**EU 1**
- Identify places in a town.
- Discuss the leisure activities they do and where they do them.
- Express with whom they go places.
- Express when they go to places.
- Conjugate the verb “ir” and use it to say where they are going.
- Use the expression “ir + a + infinitive” to talk about doing something in the near future.

**EU 2**
- Discuss the weather.
- Identify the season and describe the weather.
### Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Students will independently be able to create an itinerary for places to go and things to do in their community based on the weather. Your pen pal from a Spanish speaking country is coming to visit you next week. Write him/her an e-mail informing him/her of the itinerary and weather for the week. Include where you will go, what you are going to do, what the weather will be and an alternate plan if the weather should change. Students will be evaluated on their ability to use correct vocabulary and make logical choices based on the weather.

### Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Take a vocabulary test identifying places in a town.
- Take a vocabulary test identifying weather and seasons.
- Use picture prompts to identify where different people are going.
- Discuss the limits of your knowledge about your community.
- Discuss how climate is connected to lifestyle.
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Make flashcards with pictures of places in a community, leisure activities, weather conditions and seasons on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc. (A)
- Use a graphic organizer to categorize leisure activities and places to go based on seasons. (A, M)
- Use internet resources to identify weather conditions in Spanish speaking communities. (A)
- Match forms of the verb Ir to their correct subject pronouns. (A)
- Use Google Earth Street View to look around Spanish speaking communities and identify places within the community. (A)
- Your friend is taking a make-up test after school. Write her a short note telling her what you are going to do after school today. Tell her where you are going and at what time you are going home (Realidades 1A: text pg. 237 activity 4). (M)
- Give students a schedule of activities for a special-event week. Have students read the schedule and answer situational questions about it (Realidades 1A: text pg. 230-231). (M)
- In groups of four, each student divides a paper into four squares. Label each square A, B, C, & D. Follow step A below for the A square. Fold the corner of that square so it covers what has been written. Pass the paper to the person on your left. Follow step B for the B square on the paper you just received. Fold down the corner and pass to your left. Do not look at what has been written on the paper you receive and continue until all the squares have been filled. When you get your original paper back, unfold the squared and read the complete sentence to your group. The group decides what is the most logical and which is the silliest sentence. Then make changes to the silliest sentences so that they make sense. Step A: Write a subject + the correct form of the verb Ir. Step B: Write a destination or place. Step C: Write with whom you are going. Step D: Use the word “cuando” + a weather expression. (M)
- You are on the student committee to plan your class trip. Your task is to present four different options to your class advisors about where you want to go based on different weather conditions. (T)