

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017**

**Spanish IV**



*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

**Mrs. Christine Dye, President**

**Mr. Frank Mandala, Vice-President**

**Mr. Peter Prvulovic**

**Mr. David Schoner**

**Mr. Vincent Vollero**

# Spanish IV

## Course Description

In Spanish IV, the focus is progression toward high intermediate proficiency. Students will continue building vocabulary and practice their listening, speaking, writing, and reading skills through authentic and real world based contexts.

The Spanish IV course offers the students expanded opportunities to study the Spanish language and Hispanic culture. Built on the foundation of Spanish III, students continue their exploration of the Spanish language in this full-year course in preparation for more advanced studies of the target language at the high school level.

The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are: Interpretive, Interpersonal, and Presentational.

- **The Interpretive Mode.** Students understand and interpret within the appropriate cultural context spoken and written communication.
- **The Interpersonal Mode.** Students engage in direct oral and/or written communication.
- **The Presentational Mode.** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact.

**Prerequisite:** Spanish III (or departmental examination and teacher recommendation)

**This curriculum was written in accordance with the  
2014 NEW JERSEY STUDENT LEARNING STANDARDS  
for  
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



# PE - Para Empezar - Review

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

### Enduring Understandings

Accurate grammar prevents misunderstanding in cross-cultural communication.

### Essential Questions

How do I develop communicative competence?

## Content

- A. Prepare and deliver an oral presentation.
- B. Write a presentation about activities in the community.

## Skills

1. Use correct tense usage, correct grammar, and correct syntax when writing and speaking.
2. Correctly use irregular verbs, stem-changing verbs in the present tense, reflexive verbs, verbs that conjugate like GUSTAR, and possessive adjectives.

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Other oral assessments**

Informally assess students retention through daily classroom interactions.

#### **Formative: Other written assessments**

Informally assess students retention through daily classroom interactions.

#### **Summative: Written Test**

Students are tested on unit vocabulary and grammar.

## Stage 3: Learning Plan

### Learning Activities

- Practice vocabulary and grammar structures.
- Talk about school and non-school daily activities and weekend activities.
- Describe the day before and after school.
- Describe special events and celebrations.
- Prepare oral presentation.
- Prepare a written presentation about activities in the community.

### Resources

- Textbook
  - \*Realidades 3, Pearson Prentice Hall, 2008
- Supplementary Materials
  - \*Videos
  - \*Workbooks
    - Realidades Level 3 - Practice workbook, Pearson Prentice Hall, 2008
    - Realidades Level 3 - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
  - \*DVD Program - Realidades Level 3
  - \*Teacher's Resource Book, 2008
  - \*Realidades Level 3 - Assessment Program, Pearson Prentice Hall, 2008
  - Teacher's Guide, Pearson Prentice Hall, 2008
  - \*Realidades Level 3 - Audio Program, Pearson Prentice Hall, 2008
  - \*Realidades Level 3 - PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
  - \*Realidades Level 3 - TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- Websites
  - <http://www.PHSchool.com>
  - <http://www.phsuccessnet.com>



# Días Inolvidables (Unforgettable Days)

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
  - Synthesize written and oral text.
  - Identify most supporting details in written and oral text.
  - Infer meaning of unfamiliar words in new contexts.
  - Infer and interpret author's intent.
  - Identify some cultural perspectives.
  - Identify the organizing principle in written and oral text.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
  - 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
  - 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
  - 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
  - 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Make and change plans.
  - Offer advice.
  - Handle a situation with a complication.
- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
  - 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
  - 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
  - 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Communication can influence or be influenced by society and environment.

## Essential Questions

How does the attitude of Spanish-speaking countries toward the outdoors compare with that of the U.S.?

What can be learned from experiencing the outdoors?

## Content

- A. Communicate about camping equipment, outdoor activities and nature and the weather.
- B. Day-to-day conversations; class interaction
- C. Grammar

## Skills

- A,B,C - 1. Practice and develop new vocabulary and grammar structures.
- A,B,C - 2. React, read and communicate orally and in written form about outdoor activities, natural environment and weather, sports and competitions, using correct grammar and vocabulary.
- A,B,C - 3. Talk about events in the past.
- A,B,C - 4. Use verbs with spelling changes and stem changes correctly in the preterite tense.
- A,B,C - 5. Use irregular verbs in the preterite tense correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Lab Assignment

Students will have day to day reading, writing, listening, and speaking exercises.

#### Summative: Written Report

Students will write an essay about a past adventure. They will use a web organizer to help them use more detail.

#### Summative: Other written assessments

Students will take vocabulary and grammar quizzes.

#### Summative: Written Test

Students will take a chapter test.

#### Summative: Oral Report

Students will prepare an oral presentation about a past unforgettable experience.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read Mexican legend.

### Resources

#### Textbook

*Realidades 3*, Pearson Prentice Hall, 2008

#### Supplementary Materials

- Videos
- Workbooks
- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008
- *DVD Program - Realidades Level 3*
- *Realidades Level 3 Teacher's Resource Book*, 2008
- *Realidades Level 3 - Assessment Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 Teacher's Guide*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Audio Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - TeacherEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

#### Websites

- <http://www.PHSchool.com>
- <http://www.phsuccessnet.com>



# ¿Cómo te Expresas? (How Do You Express Yourself?)

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.



## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

## Essential Questions

How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products?

What do works of art tell us?

## Content

- A. Communicate about different types of art, art forms, art supplies, and different forms of entertainment.
- B. Day-to-day conversations on particular theme; class interaction
- C. Reading comprehension.
- D. Grammar

## Skills

- C-1. Read authentic texts to further support cultural understanding
- A,B-2. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish
- A,B-3. Discuss both current and historic events from the Spanish speaking world
- A-4. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- A,B,C-5. Develop insights into the nature of language and culture
- C-6. Build reading comprehension skills while reading from authentic texts
- D-7. Use the preterite tense and the imperfect tense correctly; use the verb *estar* plus a participle correctly; use *ser* and *estar* correctly; use verbs correctly with different meanings in the preterite and imperfect tenses correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Lab Assignment

Students will have day to day reading, writing, listening, and speaking exercises.

#### Summative: Other written assessments

Students will take vocabulary and grammar quizzes.

**Summative: Oral Report**

Students will prepare an oral presentation their choice of "Artist of the Millinium".

**Formative: Written Test**

Students will take a chapter test.

**Summative: Written Report**

Students will prepare an essay on an artist they believe to be the best candidate to be accepted to a famous school.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read part of an autobiography of a young immigrant in NYC

### Resources

**Textbook**

*Realidades 3*, Pearson Prentice Hall, 2008

**Supplementary Materials**

- Videos
- Workbooks
- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008
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- *Realidades Level 3 - Audio Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - TeacherEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

**Websites**

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- <http://www.phsuccessnet.com>



# ¿Qué Haces para Estar en Forma? (Staying in Shape)

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

Cultural perspectives are gained by using the language and through experience with its products and practices.

## Essential Questions

How might views about health, exercise, and nutrition vary between Spanish-speaking countries and the United States?

## Content

- A. presentation of complete health program, oral and written.
- B. Communicate symptoms and remedies, give advice about health food and nutrition, explain cultural perspectives about health, physical fitness and nutrition.
- C. Day-to-day conversations on particular theme; class interaction
- D. Grammar
- E. Reading comprehension.

## Skills

- B-1. Listen and respond to a radio program.
- A,B-2. Speak about good eating habits using correct grammar and syntax.
- E-3. Read authentic material pertaining to unit theme.
- A-4. Write a using correct grammar and syntax.
- D-5. Use affirmative tú commands and affirmative/negative Ud. and Uds. commands correctly in speaking and writing.
- D-6. Use the subjunctive tense of regular, stem-changing, and irregular verbs correctly in speaking and writing.

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Lab Assignment

Students will have day to day reading, writing, listening, and speaking exercises.

#### Summative: Other written assessments

Students will take vocabulary and grammar quizzes.

#### Summative: Oral Report

Students will create a complete health program and give oral presentation.

#### Summative: Written Report

Students will write a persuasive essay on a healthy lifestyle.

#### Summative: Written Test

Students will take a chapter test.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read about changing bad habits / create cause and effect chart

### Resources

#### Textbook

*Realidades 3*, Pearson Prentice Hall, 2008

#### Supplementary Materials

- Videos
- Workbooks
- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008
- *DVD Program - Realidades Level 3*
- *Realidades Level 3 Teacher's Resource Book*, 2008
- *Realidades Level 3 - Assessment Program*, Pearson Prentice Hall, 2008
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- *Realidades Level 3 - Audio Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - TeacherEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

#### Websites

- <http://www.PHSchool.com>
- <http://www.phsuccessnet.com>



# ¿Cómo te Llevas con Los Demás? (Getting Along)

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

-Analyze written and oral text.

-Synthesize written and oral text.

-Identify most supporting details in written and oral text.

-Infer meaning of unfamiliar words in new contexts.

-Infer and interpret author's intent.

-Identify some cultural perspectives.

-Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

-Infer meaning of unfamiliar words in new contexts.

-Identify some cultural perspectives.

-Narrate and describe across a wide-range of topics.

-Compare and contrast.

-Offer and support opinions.

-Persuade someone to change a point of view.

-Make and change plans.

-Offer advice.

-Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

### C. Presentational Mode

**Linguistic:**

**The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:**

- Synthesize written and oral text.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Offer advice.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
  - 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
  - 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
  - 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

### Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.

### Essential Questions

What defines an individual?

How does noting the "differences" lead to alleviation of misunderstanding?

### Content

- A. Communicate about love, friendships, and family relationships; personality traits, positive and negative; conflicts and how to resolve them.
- B. Day-to-day conversations on particular theme; class interaction
- C. Reading comprehension.
- D. Grammar

### Skills

- C-1. Read authentic texts to further support cultural understanding
- A,B-2. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish
- A,B-3. Discuss both current and historic events from the Spanish speaking world
- A-4. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- A,B,C-5. Develop insights into the nature of language and culture
- C-6. Build reading comprehension skills while reading from authentic texts
- D-7. Correctly use the present subjunctive with verbs of emotion; correctly use POR and PARA; correctly use commands with nosotros; correctly use possessive pronouns.

## Stage 2: Assessment Evidence

### Assessments

**Formative: Lab Assignment**

Students have day to day reading, writing, listening, and speaking exercises.

**Summative: Other written assessments**

Students will take vocabulary and grammar quizzes.

**Summative: Written Report**

Students will write a description about a relationship and describe the relationship through their actions, words and thoughts.

**Summative: Oral Report**

Students will present an oral presentation about solving a school problem at a student council meeting.

**Summative: Written Test**

Students will take a chapter test.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read poems about love and friendship; find examples of figurative language; metaphors and similies.

### Resources

**Textbook**

*Realidades 3*, Pearson Prentice Hall, 2008

**Supplementary Materials**

- Videos
- Workbooks
- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008
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- *Realidades Level 3 Teacher's Resource Book*, 2008
- *Realidades Level 3 - Assessment Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 Teacher's Guide*, Pearson Prentice Hall, 2008
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- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008
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# Trabajo y Comunidad (Work and Community)

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

### C. Presentational Mode

#### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
- 7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

## Enduring Understandings

The content of the world languages classroom encompasses the entire learning experience.

## Essential Questions

How does the attitude of community service and involvement in the United States compare with that of Spanish-speaking countries?  
Should serving your community be one of the requirements for graduation from high school?

## Content

- A. Communicate about getting a job, skills and abilities needed to perform a job, interviewing techniques; volunteer work opportunities, how we can help our community.
- B. Day-to-day conversations on particular theme; class interaction
- C. Reading comprehension.
- D. Grammar

## Skills

- C-1. Read authentic texts to further support cultural understanding
- A,B-2. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish
- A,B-3. Discuss both current and historic events from the Spanish speaking world
- A-4. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- A,B,C-5. Develop insights into the nature of language and culture
- C-6. Build reading comprehension skills while reading from authentic texts
- D-7. Correctly use the present perfect, the pluperfect, the present perfect subjunctive, and demonstrative adjectives and pronouns.

## Stage 2: Assessment Evidence

## Assessments

**Formative: Lab Assignment**

Students will have day to day reading, writing, listening, and speaking exercises.

**Summative: Other written assessments**

Students will take vocabulary and grammar quizzes.

**Summative: Oral Report**

Students will create scrapbook of friends and their futures and make an oral presentation. Students will make an oral presentation as to why they are the best candidate as president of the class.

**Summative: Written Test**

Students will take a chapter test.

**Summative: Written Report**

Students will write a cover letter to express interest in a job. The letter will include a description of the student's qualities and work experience.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read a Mayan legend.

### Resources

**Textbook**

*Realidades 3*, Pearson Prentice Hall, 2008

**Supplementary Materials**

- Videos

- Workbooks

- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008

- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008

- *DVD Program - Realidades Level 3*

- *Realidades Level 3 Teacher's Resource Book*, 2008

- *Realidades Level 3 - Assessment Program*, Pearson Prentice Hall, 2008

- *Realidades Level 3 Teacher's Guide*, Pearson Prentice Hall, 2008

- *Realidades Level 3 - Audio Program*, Pearson Prentice Hall, 2008

- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

- *Realidades Level 3 - TeacherEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

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# Intense Study of Subjunctive - Part 1

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
  - Synthesize written and oral text.
  - Identify most supporting details in written and oral text.
  - Infer meaning of unfamiliar words in new contexts.
  - Infer and interpret author's intent.
  - Identify some cultural perspectives.
  - Identify the organizing principle in written and oral text.
- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
  - 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
  - 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
  - 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
  - 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
  - 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
  - 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Make and change plans.
  - Offer advice.
  - Handle a situation with a complication.
- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
  - 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
  - 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
  - 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Cultural interaction enhances understanding of people and language.

## Essential Questions

How does the attitude of Spanish-speaking countries toward the outdoors compare with that of the U.S.?

What are some of the nuances communicated by the subjunctive mood?

What are the intricacies of communication that are best satisfied by the subjunctive mood?

## Content

- A. Communicate about environmental issues, how to protect the environment, endangered species and how to protect them.
- B. Day-to-day conversations on particular theme; class interaction
- C. Reading comprehension.
- D. Grammar

## Skills

C-1. Read authentic texts to further support cultural understanding

A,B-2. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish

A,B-3. Discuss both current and historic events from the Spanish speaking world

A-4. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

A,B,C-5. Develop insights into the nature of language and culture

C-6. Build reading comprehension skills while reading from authentic texts

D-7. Correctly use conjunctions used with the subjunctive and indicative tenses; relative pronouns que, quien, lo que

## Stage 2: Assessment Evidence

## Assessments

### Formative: Lab Assignment

Students will have day to day reading, writing, listening and speaking exercises.

**Summative: Other written assessments**

Students will take vocabulary and grammar quizzes.

**Summative: Written Report**

Students will write a petition letter to an oil company about the necessity of taking care of our oceans; summarize ideas in a good conclusion.

**Summative: Oral Report**

Students will present an oral presentation organizing a campaign to help keep the city clean.

**Summative: Written Test**

Students will take a chapter test.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read about the Monarch butterfly; use context clues to figure out meaning of a word.

### Resources

**Textbook**

*Realidades 3*, Pearson Prentice Hall, 2008

**Supplementary Materials**

- Videos
- Workbooks
- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008
- *DVD Program - Realidades Level 3*
- *Realidades Level 3 Teacher's Resource Book*, 2008
- *Realidades Level 3 - Assessment Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 Teacher's Guide*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - Audio Program*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - PresentationEXPRESS CD-ROM*, Pearson Prentice Hall, 2008
- *Realidades Level 3 - TeacherEXPRESS CD-ROM*, Pearson Prentice Hall, 2008

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# Intense Study of Subjunctive - Part 2

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other

content areas, and some unfamiliar topics.

- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
- 7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

## Enduring Understandings

Successful communication requires knowledge of culture and customs.  
This enhances global awareness.

## Essential Questions

Do we stay true to the ideals that move us to action, or does the environment into which we step have a great deal of influence in shaping the outcome as well?

How do my life experiences compare to those of Spanish speakers in various parts of the world?

What are the intricacies of communication that are best satisfied by the subjunctive mood?

## Content

- A. Communicate about rights and responsibilities that people have, the role of government, rights guaranteed by the Constitution, how these rights apply to individuals in society.
- B. Day-to-day conversations on particular theme; class interaction
- C. Reading comprehension.
- D. Grammar

## Skills

- C-1. Read authentic texts to further support cultural understanding
- A,B-2. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish
- A,B-3. Discuss both current and historic events from the Spanish speaking world
- A-4. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- A,B,C-5. Develop insights into the nature of language and culture
- C-6. Build reading comprehension skills while reading from authentic texts
- D-7. Correctly use the passive voice, the present perfect and imperfect subjunctive, the pluperfect subjunctive, and the conditional perfect.

## Stage 2: Assessment Evidence



# Assessments

## **Formative: Lab Assignment**

Students will have day to day reading, writing, listening, and speaking exercises.

## **Summative: Oral Report**

Students will make an oral presentation about the rights of students in school.

## **Summative: Other written assessments**

Students will take vocabulary and grammar quizzes.

## **Summative: Written Report**

Students will write an editorial essay. Students will work on interesting introductions.

## **Summative: Written Test**

Students will take a chapter test.

## Stage 3: Learning Plan

### Learning Activities

Guided speaking, listening, writing and reading practice of theme based unit.

Use strategies to improve writing and speaking.

Use graphic organizers to extrapolate details and main ideas.

Review grammar points.

Read about heroes in Latin America; read a fragment of an autobiography of a Bolivian.

### Resources

#### Textbook

*Realidades 3*, Pearson Prentice Hall, 2008

#### Supplementary Materials

- Videos

- Workbooks

- *Realidades Level 3 - Practice Workbook*, Pearson Prentice Hall, 2008

- *Realidades Level 3 - Video/Audio/Writing Workbook*, Pearson Prentice Hall, 2008

- *DVD Program - Realidades Level 3*

- *Realidades Level 3 Teacher's Resource Book*, 2008

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