

Spanish II / Spanish II Honors Calendar

<p style="text-align: center;">Quarter 1</p> <p>Unit 1 All about me - Para Empezar</p> <p>Unit 2 School Days - ¿Qué haces en la escuela? - ¿Qué haces después de las clases? -</p>	<p>September - November</p>
<p style="text-align: center;">Quarter 2</p> <p>Unit 3 Special Event - ¿Cómo te preparas? - ¿Qué ropa compraste?</p> <p>Unit 4 You and your community - ¿Qué hiciste ayer? - ¿Cómo se va...?</p>	<p>November - January</p>
<p style="text-align: center;">Quarter 3</p> <p>Unit 4 You and your community - ¿Qué hiciste ayer? - ¿Cómo se va...?</p> <p>Unit 5 Memories from the past - Cuando éramos niños - Celebrando los días festivos</p>	<p>February - April</p>
<p style="text-align: center;">Quarter 4</p> <p>Unit 6 In the news - Un acto heroico - Un accident</p> <p>Unit 7 Television ¿Viste el partido en la televisión?</p>	<p>April - June</p>

COURSE DESCRIPTION

Spanish II / Spanish II Honor

Incorporating and reinforcing the elements of language taught in Spanish I, this course is designed to expand the students' abilities in the target language to more complex situations and settings. Students will become part of a dynamic, interconnected, and technologically-driven global society as they learn to communicate in the target language across geographical, cultural, and linguistic borders. The four skills of listening, speaking, reading, and writing, in addition to Spanish culture will be emphasized. Relevant and developmentally appropriate topics from a variety of technological sources that are intrinsically interesting, cognitively engaging, and culturally connected will be introduced in meaningful contexts to challenge students to use language to broaden their understanding of themselves and their world and to stress the interrelationship between language and culture. The goal is ultimately to provide students with the skills they need to function in Spanish-speaking countries and communicate with native speakers.

Spanish II / Spanish II Honors Para Empezar

<p>Essential Question: How do you describe yourself? How do you describe others? How do you describe others based on what they like to do? What are you and other people like? Where are you and others from?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to reinforce concepts that deal with greetings, nationalities, leisure activities performed at school and outside school, adjectives to describe themselves, others and classroom / school activities and how to ask others general / personal questions.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To greet someone</p> <p>To ask and tell how someone is</p> <p>To say good-bye</p> <p>Adjectives of nationalities</p> <p>Interrogative words</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Ask and tell information about what you and other people are like Tell where you and other people are from Ask and tell about nationalities of people Ask and tell about things you and other people do Ask and tell about how often you do certain things Ask and tell where one goes and how often Ask and tell where someone is from</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1NH.A.2 7.1NH.A.5 7.1NH.B.1 7.1NH.B.4 7.1NH.C.1</p>

<p>Performance Task Summary (Project):</p> <p>Students will create and present a video about themselves. It should include their names, nationality, adjectives that describe what they are like and adjectives that do not describe what they are like. They must include four daily activities. What they do in the summer, fall, winter and spring with friends and activities they never do. Title project <i>!Así soy yo!</i></p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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1A - ¿Qué haces en la escuela?

Essential Question:

- What is your school day like?
- What are the rules in your classroom?
- What are you and other people like?
- Where are you and others from?

Enduring Understanding:

Students will be able to talk about what they do in class and about their classroom rules. Additionally, students will talk about school rules and discuss whether these rules work or not. Are there some that could be improved? Students have to think about problems in school that could be prevented by rules.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

- To talk about what you do in class
- To talk about classroom rules
- To name school objects
- Negative and affirmative words
- Other useful words

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Describe classroom objects and activities Present additional vocabulary to discuss academic courses Speak about school activities Give advice about how to be a good student Talk about classroom rules Speak about personal experiences in school Speak about appropriate and inappropriate school behavior Express affirmative and negative ideas Compare the school rules and customs in other countries with those of your own school</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.A.1 7.1 NH.A.2 7.1 NH.A.4 7.1 NH.B.1 7.1 NH.B.4</p>
<p>Performance Task Summary (Project):</p> <p>Students pretending to be the new school principal will create a list of six new school rules. Each new rule should be illustrated and displayed on a poster to present to the class. Students must include the expressions: <i>Hay que</i> and <i>Se prohíbe</i>.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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1B - ¿Qué haces después de la escuela?

Essential Question:

- What do you do during the day, after school, and at night?
- What do others do during the day, after school, and at night?
- What do and don't you like to do?
- What do and don't other people like to do?
- What question words would you need to ask about the daily activities of others?
- What activities do you do during school, in the winter, spring, summer, and fall?
- Where do you and others go and how often?

Enduring Understanding:

Students will be able to talk about the extracurricular activities they attend after school such as drama, art, music, athletic, etc. Students will be able to discuss other activities they do outside school on their own and why. Additionally, students will talk about projects and research papers that require the use of the Internet.

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Texts:

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- Workbook (Realidades 2)

Vocabulary:

- To talk about extracurricular activities
- To talk about athletic activities
- To talk about music and drama
- To talk about actions with activities
- To talk about and describe internet activities
- To tell how long something has been going on
- To make comparisons
Saber to know (how)
- Conocer, to know, to be acquainted with

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Talk about extracurricular activities Talk about classmates and school activities Compare people and things Give personal opinions to compare two things Say what people know or what they know how to do Say with whom or what people are familiar Speak with a classmate and write about him or her Ask and tell how long something has been going on Understand cultural perspectives on extracurricular activities</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.A.1 7.1 NH.A.6 7.1 NH.A.4 7.1 NH.B.4 7.1 NH.C.2 7.1 NH.C.3 7.1 NH.C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will write a letter to their Spanish teacher about their extracurricular activities and why they chose them. Students must elaborate why they find these activities interesting or challenging. Additionally, they must state how long they have been involved in doing them.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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2A - ¿Cómo te preparas?

Essential Question:

- How do you prepare for special events?
- What clothing do you buy?
- What is your daily routine?
- What is a reflexive verb and what does it express?
- How do you express possession in Spanish when you use reflexive verbs?
- When is a verb reflexive as opposed to non-reflexive?
- What are the differences between *ser* and *estar*?
- When you describe a person, what is the difference between how a person feels and what a person is like?
- What is the difference between a possessive adjective and a possessive pronoun?

Enduring Understanding:

Student will talk about getting ready for special events, and things they need to do to get ready using reflexive verbs. They will express their emotions regarding special events.

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Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

- To talk about getting ready
- To talk about things you need to get ready
- To talk about a special event
- To talk about how you feel
- Other useful words and expressions
- Reflexive verbs
- Ser* to be
- Estar* to be
- Possessive adjectives

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe getting ready for a special event Speak about the clothes you wear to different events Speak about a special event Talk about daily routines Speak about how quickly or slowly you go about your daily routine Describe people and things Describe people and things using <i>ser</i> and <i>estar</i> Express and use possession Understand cultural perspectives on clothing Talk about clothing for different events, weekend plans, and daily routines;</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.4.1 7.1.NH.4.2 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1.NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students are to role play that they are an exchange student in Mexico. The host family wants to know about special events in which they participate in their community. Students have to bring photos from home or pictures from a magazine of a special event they might attend. Students have to explain during the presentation the process of getting ready for this event such as: type of event it is, clothing worn , things they do to prepare, and their feelings about the event- enthusiastic, nervous, happy, etc.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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2B - ¿Qué ropa compraste?

<p>Essential Question:</p> <p>What do you go to the mall for?</p> <p>What is a normal shopping trip like for you?</p> <p>What does a store have to have to be your favorite one and why?</p> <p>Are you a bargain hunter?</p> <p>Can you have a different size despite having the same weight and height?</p> <p>How have clothing and style changed for men and women over the years?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about shopping, how to make clothing purchases, different ways of paying for clothing, and what different type of material are used to make clothing, colors and patterns used depending upon the fashion for men and women.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about shopping</p> <p>To talk about colors</p> <p>To describe what clothing is made of</p> <p>To discuss paying for purchases</p> <p>To discuss clothing purchases</p> <p>Other useful words and expressions</p> <p>Preterit of regular verbs</p> <p>Demonstrative adjectives</p>

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Describe clothing and fashion Talk about going shopping Describe events in the past Point out specific objects Avoid repetitions when comparing similar things Understand cultural perspectives on parties</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will do a fashion show to exhibit the clothes they bought on a sale at a local mall. Student A pretends to be the model while student B describes what student A is wearing. A third student, student C interviews student A about the clothes he or she chose.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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3A - ¿Qué hiciste ayer?

<p>Essential Question:</p> <p>How have stores changed over the years?</p> <p>What are the differences between a drug store and a pharmacy?</p> <p>What does the presence of certain stores say about your community?</p> <p>How do cultural perspectives impact the stores in your community?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about places in their community, items they might find in each of the stores within their community. They will talk about running different errands such as going to the post office, to the library, to the pharmacy, to the drug store, etc. They will use the verbs <i>ir</i>, <i>ser</i>, <i>estar</i>, <i>tener</i>, and <i>poder</i> in the preterit tense.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about places in a community</p> <p>To talk about mail</p> <p>To talk about items in a sporting-goods store</p> <p>To talk about pharmacy products</p> <p>To make excuses</p> <p>To talk about errands</p> <p>Other useful words and expressions</p> <p>Preterit of <i>ir</i> (to go) and <i>ser</i> (to be)</p> <p>Preterit of <i>tener</i>, <i>estar</i>, and <i>poder</i></p> <p>Direct object pronouns: lo, la, los, las</p>

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Talk about things you did and where you did them Explain why you couldn't do certain things Describe things you bought and where you bought them Talk about errands and hours of operations of different places around town Talk about completed errands Talk about past activities Talk about possessions using direct object pronouns Speak about vacation preparations Use the preterit forms of <i>ser, tener, estar, poder</i> and <i>ir</i> Understand cultural perspectives on shopping</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2 7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students are going to visit their best friend who lives in Mérida, Mexico for a week during their summer vacation. Mérida is very hot and humid during the summer. Their friend has already told them some plans: visit Mayan ruins nearby, spend time with friends, and go to the beach in Cancún for two days.</p> <p>Students are to make a poster and deliver an oral presentation to explain what they did to prepare for the trip. The students should make a list of the items they need to bring for the week. Additionally, they have to explain if they already have the items at home or if they need to buy them. If not, where do they need to go to purchase them?</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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3B - ¿Cómo se va ...?

Essential Question:

- What makes a good driver?
- What should you remember when you are driving?
- Why are traffic signs important?
- What is a command? When do you use it?

Enduring Understanding:

Students will talk and understand driving advice. Additionally, they will ask for and give directions on how to get to a certain place.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

To talk about driving

To give and receive driving advice

To ask for and give directions

Present progressive: irregular forms

Irregular affirmative tú commands

Direct object pronouns

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Give directions for getting to places Give a friend directions for a task Discuss driving and good driving habits Speak and write about things on a map Speak about traffic signs, driving, and a local traffic situations Discuss various aspects of driving Use the object pronouns Use the irregular affirmative <i>tú</i> commands Use the irregular forms of present progressive Understand cultural perspectives on neighborhoods</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2 7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will create a poster that can be displayed in the classroom that reminds everyone of safe driving practices and special traffic signs they need to recognize. Students should include the following information in the poster: the traffic signs that are important, the instructions they give, their shape and their colors.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>	

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4A – Cuando éramos niños

Essential Question:

- What were your favorite childhood toys and games?
- What were you like as a child?
- What were your favorite activities?
- What were your favorite songs and/or nursery rhymes?
- What pets did you have when you were a child?
- What do you remember about your grandparents?
- Where do you used to take your vacation?

Enduring Understanding:

Students will use the imperfect tense to speak about past habitual actions in their childhood. They will be able to talk about the games and toys they enjoyed playing as a child. Students will be able to talk about pets might they had, and things they did in the past that they no longer do.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

- Names of toys
- Names of animals
- To discuss things you used to do
- Names of places
- To explain your actions
- To describe what someone was like
- Imperfect of *ir*, *jugar*, *ser*, *tener*,
- Indirect object pronouns

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Discuss childhood, toys, and games Describe what you were like as a child Talk about activities that you used to do as a child Talk about toys, pets, and animals in fables Talk about celebrations and how you used to celebrate parties in childhood Talk about favorite fairy tales, fables, songs, etc. Understand cultural perspective on childhood songs</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2 7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a Power Point presentation explaining what they were like as a child. Students should include what their favorite toy was, what they played, with whom they played, what they were allowed to do and what they were not allowed to do.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II / Spanish II Honors

4B – Celebrando los días festivos

Essential Question:

What makes an event special?
 What do holidays reveal about cultural perspectives?
 How celebrating holidays affects our lives?

Enduring Understanding:

Students will use the imperfect and preterit tense to speak about past celebrations and holidays that impacted their childhood. Students will gain awareness of how celebrations change from culture to culture.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

To talk about manners and customs

To talk about people

To talk about special events

To discuss the past

Use the preterit and imperfect to describe a situation

Reciprocal actions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe holiday celebrations Talk about your family and relatives Describe people, places, and situations in the past Talk about how people interact Talk about greetings and leave-taking Talk about celebrations, family and social occasions, family members and friends Talk about appropriate and inappropriate social etiquette Talk about social customs Use the preterit and imperfect tense to describe celebrations Understand cultural perspectives on holidays and special events</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.5.1 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will write an email to an imaginary pen pal who wants to know about their favorite holiday or celebration. Student must describe an event from their childhood which include: What they did and what they used to do, where they would gather, what the event was like, who attended, and why they liked the event so much.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II / Spanish II Honors

5A – Un acto heroico

<p>Essential Question: How do you respond to an emergency? How do you respond to a national disaster? Have you ever experienced an accident, national disaster, emergency, and what was your reaction? Do you watch the news and what is your reaction?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about natural disasters and extreme weather conditions. Students will be able to use the preterit and imperfect tense to describe a natural disaster and emergency events.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about natural disasters and extreme weather conditions</p> <p>To discuss the news</p> <p>To talk about fires</p> <p>To discuss rescues</p> <p>To tell a story</p> <p>Present of <i>oir</i> Preterite of <i>oir</i>, <i>creer, leer, destruir</i></p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Discuss emergencies, crises, rescues, and heroic acts Describe past situations and settings Describe weather conditions Speak about emergencies and rescues Talk about fires, fire evacuation, and natural disasters Talk about emergency service personnel, heroes, disaster relief efforts Talk about shelters, and furnishings How to sequence events in the past</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will pretend to work at a local television station and they prepare a special news report about a fire that occurred in their town. One student is a reporter that is at the scene of the disaster and the other student is the anchor person interviewing the reporter about what happened.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

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5B – Un accidente

Essential Question:

Have you ever been involved in an accident?

Have you ever had to go to the emergency room due to an accident?

Have you ever been the bystander of an accident and what was your reaction? What did you do?

Are you prepared to help in case of an accident?

Enduring Understanding:

Students will talk about accidents and parts of the body affected by accidents, and types of treatments applied for certain medical conditions.

Materials & Resources:

- Handouts
- Board
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- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

To talk about treatments for medical conditions

To explain how an accident occurred

To name parts of the body

Other useful words and expressions

Preterite of venir, decir, traer, poner

Imperfect progressive tense

Present participles

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe an accident scene Talk about injuries and treatments Talk about what they were doing when an accident occurred Talk about different types of accidents, possible injuries, and ambulance service Talk about emergency room visits, medical treatment Understand cultural perspectives on health</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will report an accident that they saw outside the school building. Student must write a summary as documentation for the school. The summary should include names of the people involved, a description of the accident, time and place of the accident, a description of the injuries, and what type of assistance was offered to the victims.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II / Spanish II Honors

6A – ¿Viste el partido en la televisión?

<p>Essential Question:</p> <p>What makes you decide to watch one television show over other ones? How has television change over the years? How does television affect society? Could you live without television? What would you do instead? Does television bring families together or it divides families?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about different types of television programs and sports shows and be able to describe how they feel about them.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about a sporting event</p> <p>To talk about a contest</p> <p>To talk about how you feel</p> <p>Other useful words</p> <p>Preterite of –ir stem-changing verbs pedir, dormir</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Talk about what they saw on television Express their opinion about TV programs Discuss different types of television programs available Discuss viewing habits and how these affect their lives Understand cultural perspectives on television programs in Spanish-speaking counties</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.2 7.1 NH.5.1 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will look at the TV guide and find a program (preferably a Spanish program) they like to watch. They will try to convince other students to watch this show. The project must include the name and theme of the show, day and time, the channel in which the show appears, what the target audience is, actors or actresses. Additionally, students should explain what happened in the previous episode by using adjectives that describe the program. Students should state how they felt when they watched the program, and why they like this specific show.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>