

Planned Course: Honors Spanish IV		Course Number: 511H		Department: World Languages			
Unit: Imperfect Subjunctive Mood		Grade Level: 11 - 12					
Estimated Time: 3.5 weeks		Level/Track: Honors		Date Approved: 8/8/2011			
PA Academic Standards		Core Concepts (in question format) • Skills/Knowledge		Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)			
		Assessments (include types and topics)					
<p>12.1 – Communication – Content Stage 1 – A, B, C Stage 2 – A, B, C Stage 3 – A, B, C</p> <p>12.1.1 – Communication – Performance Stage 1 – A, B, C, D, E Stage 2 – A, B, C, D, E</p> <p>12.3 Culture – Content Stage 2 – A, B, C</p> <p>12.3.1. Culture – Performance Stage 1 – A, B, C Stage 2 – A, B, C Stage 3 – A, B, C</p> <p>12.5 – Community – Content Stage 1 – A, B, C Stage 2 – A, B, C</p>		<p>▶ How do you narrate under what circumstances you would do specific activities?</p> <ul style="list-style-type: none"> • Students will use the imperfect subjunctive mood with regular and irregular verbs • Students will know how to form and when to use the imperfect subjunctive mood <p>▶ How do you narrate “what if” statements?</p> <ul style="list-style-type: none"> • Students will know when to use the imperfect subjunctive mood • Students will discuss in what circumstances certain activities were to take place, using the imperfect subjunctive. • Students will use the imperfect subjunctive and the conditional tense to write about in what circumstances certain activities were to take place. 		<p>The following will be done through listening, reading, writing and speaking:</p> <p>Activities: Students are placed in groups of 4 and given a white board. Students are given a scenario and they must create a circumstance in which the scenario would take place. A student in the group is to write down the sentence in the target language. The first correct response earns a point.</p> <p>Enrichment: Project Poem: Students create a poem on a personally selected object or person interchanging the imperfect subjunctive mood and the conditional tense</p> <p>Strategies: Complete worksheets on the formation of and usage of the imperfect subjunctive mood</p> <p>Students play vocabulary-verb</p>		<p>The following will be done through listening, reading, writing and speaking:</p> <p>Written Assessment 1:</p> <ul style="list-style-type: none"> • Listening section in the format of writing in which students are given a prompt and must complete the phrase using the imperfect subjunctive mood. • Writing section where students use the conditional tense and the imperfect subjunctive mood to express what would happen if certain activities were to take place • Recognition section where students determine if the present tense, conditional tense, or imperfect subjunctive mood best completes each sentence <p>Written Assessment 2:</p> <ul style="list-style-type: none"> • Recognition section where students determine if the present subjunctive mood or the imperfect subjunctive 	

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	<p>▶How do you relate your emotions?</p> <ul style="list-style-type: none"> • Students will use the imperfect subjunctive mood to communicate past suggestions, desires, demands or emotions • Students will use the imperfect subjunctive mood to communicate past doubts <p>▶How do you talk about something in an indefinite way?</p> <ul style="list-style-type: none"> • Students will use the imperfect subjunctive mood to communicate being “in search of” something in the past (as in “Wanted Ads” • Students will use the imperfect subjunctive mood to communicate when using the following conjunctions in the past: en caso de que, sin que, con tal de que, menos que, para que, antes de que 	<p>game where students spontaneously create sentences to express circumstances in which an activity would occur, using the imperfect subjunctive mood.</p>	<p>mood best completes each sentence</p> <ul style="list-style-type: none"> • Written section where students determine if the present subjunctive mood or the imperfect subjunctive mood best completes each sentence and conjugate the verb in to the appropriate form • Written section whereby students translate sentences in to Spanish, which requires that they determine usage of present versus past tense and the present subjunctive mood versus the imperfect subjunctive mood <p>Oral Proficiency Project: Students compare information about their childhood to their current perception of such information. The topic has to be based on a personal idea or situation. Prior preparation is given. Students utilize the past tense with the imperfect subjunctive mood and the present tense with the present</p>	

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			subjunctive mood.		