

Planned Course: Honors Spanish IV		Course Number: 511H		Department: World Languages			
Unit: The Mysterious Room		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 make predictions about a story-line?</p> <ul style="list-style-type: none"> Students will use vocabulary associated with friendships, relationships, Mexican cultural items <p>► How do you communicate about mystery in a movie?</p> <ul style="list-style-type: none"> Students will use vocabulary on deception, secrecy and teenage life <p>► How do you communicate about the plot of a story?</p> <ul style="list-style-type: none"> Students will use the sequence of a story Students will use the present and imperfect subjunctive Students will use the imperfect tense of regular and irregular verbs Students will use the present perfect and past perfect tense Students will compare and contrast teenage life in Mexico versus in the United 		<p>The following will be done through listening, reading, writing and speaking:</p> <p>Activities: Students will write personal questions using new vocabulary Students will complete fluency writing to predict what will occur next Students will use the template of Pictionary to review and practice vocabulary</p> <p>Enrichment: Skit to display what transpired in the story. Students must use target language and include at least 5 new vocabulary words</p> <p>Strategies: Complete a Movie Guide Retell the story in the target language whereby each student must add on to</p>		<p>Quiz includes:</p> <ul style="list-style-type: none"> Multiple choice questions after viewing each episode <p>Test on 1st half includes:</p> <ul style="list-style-type: none"> Identify what character is being described or which character completed action mentioned Vocabulary production whereby students complete sentences about the plot of the story using the appropriate vocabulary word in Spanish. English word bank provided. Answering personal questions which contain new vocabulary words in target language <p>Test on 2nd half includes:</p> <ul style="list-style-type: none"> Identifications of characters that are described or which completed a particular action Vocabulary production whereby students complete sentences about the plot of 	

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	<p>States</p> <p>►How do you narrate an event in the past?</p> <ul style="list-style-type: none"> • Students will use the present tense of regular, irregular, stem-changing, and spelling-changing verbs • Students will use the preterite and imperfect tense • Students will use the present perfect and past perfect tense • Students will use the present and imperfect subjunctive mood • 	<p>what the previous student stated</p> <p>Complete worksheets on the content of the story and vocabulary</p> <p>Game in which students must complete sentences that contain new vocabulary words in a myriad of ways</p> <p><u>Study Skills:</u> Make a tri-fold vocabulary list on specified vocabulary within the movie</p>	<p>the story using the appropriate vocabulary word in Spanish. English word bank provided.</p> <ul style="list-style-type: none"> • Answering personal questions which contain new vocabulary words in target language • Provide the appropriate response in Spanish to a question or statement written in Spanish based on the vocabulary of the story. 		