

Planned Course: Honors Spanish IV		Course Number: 511H		Department: World Languages			
Unit: Narrating Past Events		Grade Level: 11 - 12					
Estimated Time: 3 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 an event in the past?</p> <ul style="list-style-type: none"> Students will use the preterite tense of spelling-changing verbs (i to y): caerse, creer, destruir, leer, oír Students will use the preterite tense of irregular verbs: andar, decir, estar, poder, poner, saber, tener, traer, venir Students will use the preterite tense of stem-changing verbs (e to i, o to u): divertirse, dormir, morir, pedir, preferir, sentir, sugerir, vestirse Students will know when to use the preterite tense verses when to use the imperfect tense <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 		<p>The following will be done through listening, reading, writing and speaking:</p> <p>Activities: Students play game in the form of conjugate down the aisle</p> <p>Write a paragraph comparing and contrasting what you did as a child verses what your parents and grandparents did as a child</p> <p>Dialogue with partner using preterite and imperfect tenses</p> <p>Worksheets on preterite tense</p> <p>Worksheets on imperfect tense</p> <p>Worksheets on imperfect verses preterite tense</p> <p>Worksheets on verbs that change meaning from preterite to imperfect tense</p>		<p>The following will be done through listening, reading, writing and speaking:</p> <p>Quiz on providing the correct preterite tense verb forms of regular verbs, spelling-changing verbs (i to y): caerse, creer, destruir, leer, oír and on the preterite tense verb form of irregular verbs: andar, decir, estar, poder, poner, saber, tener, traer, venir as well as on the preterite tense verb form of stem-changing verbs (e to i, o to u): divertirse, dormir, morir, pedir, preferir, sentir, sugerir, vestirse</p> <p>Quiz on providing the correct imperfect tense verb form of regular and irregular verbs: ser, ir, ver</p> <p>Writing and presenting a skit to class that incorporates the imperfect and preterite</p>	

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	<p>present tense of regular, irregular, stem-changing, and spelling-changing verbs</p> <ul style="list-style-type: none"> • Students will use the preterite tense of spelling-changing verbs (i to y), irregular verbs, stem-changing verbs (e to i, o to u) • Students will use the imperfect tense of regular and irregular verbs • Students will know when to use the preterite tense verses when to use the imperfect tense, including using verbs whose meanings change from one tense to the other. 	<p><u>Remedial:</u> Make a tri-fold vocabulary list of irregular verbs Use flashcards to memorize the conjugations</p> <p><u>Enrichment:</u> Use camping and school competition vocabulary to write a story in the past tense using both the preterite and imperfect tenses.</p> <p><u>Strategies:</u> Watch a video on outdoor activities in the Spanish-speaking world</p> <p>Complete worksheets on the preterite tense of: spelling-changing verbs (i to y); irregular verbs; and stem-changing verbs (e to i, o to u)</p> <p>Dialog with a partner using the the preterite tense of: spelling-changing verbs (i</p>	<p>tenses</p> <ul style="list-style-type: none"> • Listening section where students answer personal questions using the preterite and imperfect tenses • Reading section where students must answer comprehension questions in English • (1) Writing section where students provide the verb in the appropriate tense to complete the story • (2) Writing section where students write complete sentences using the appropriate Imperfect Tense verb form of the verbs ir, ser, escribir, tener, dar, leer, ver, jugar • (4) Writing section in which students determine if the Preterite or Imperfect Tense is used for the verb provided <p>Oral Proficiency Interview: Statement 1: ¿Cuáles de los</p>

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		<p>to y); irregular verbs; and stem-changing verbs (e to i, o to u)</p> <p>Students play vocabulary game in the form of Jeopardy</p> <p>Students review vocabulary using a white board</p> <p>Study Skills:</p> <p>Use flashcards to memorize vocabulary</p> <p>Maintain an organized notebook/binder</p> <p>Create a graphic organizer with vocabulary</p> <p>Draw a picture detailing all the vocabulary in the context of an outdoor event</p>		<p>aspectos de la naturaleza te impresionan más? ¿Y por qué?</p> <p>Statement 2: ¿Qué parque nacional te gustaría visitar? ¿Qué tipo de paisaje vas a encontrar allí? Una vez allí ¿qué actividades al aire libre te gustaría hacer?</p> <p>Statement 3: ¿Te asustó alguna vez algún animal salvaje? ¿Cómo reaccionaste? (osos, coyotes, perros, tortugas, ranas, sapos, pájaros, zorros, venado)</p> <p>Statement 4: ¿Adónde te gusta ir de camping? ¿Por qué?</p> <p>Statement 5: ¿Qué actividades te gusta hacer cuando vas de camping?</p> <p>Statement 6: ¿Por qué puede ser peligroso estar de camping cuando hay una tormenta?</p> <p>Statement 7: Describe con detalles sobre el último camping o picnic que fuiste. Menciona dónde tuvo lugar, con quien(es) fuiste, qué equipos llevaste y qué hiciste/ hicieron allí.</p> <p>Statement 8: De niño, ¿qué juegos jugabas?</p> <p>Statement 9: ¿Qué deportes jugabas cuando eras niño?</p> <p>Statement 10: De niño, ¿qué comida comías con frecuencia?</p> <p>Statement 11: De niño ¿qué programas de televisión mirabas</p>	

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			<p>(veías)?</p> <p>Statement 12: Cuando eras pequeño, ¿cómo pasabas los sábados?</p> <p>Statement 13: Cuando eras pequeño, ¿cuáles quehaceros tenías que hacer? (Hay que responder con ciertas expresiones: A veces, Por las mañanas, Por las tardes, Los sábado... etc.)</p> <p>Statement 14: Discute con detalles sobre las actividades que tú hacías para divertirte cuando eras más joven.</p> <p>Statement 15: ¿Cómo te sientes cuando el equipo de tu escuela gana un campeonato?</p> <p>Statement 16: ¿A qué eventos deportivos te gusta asistir?</p> <p>Statement 17: En las carreras, ¿prefieres observar o participar? ¿Por qué?</p> <p>Statement 18: La última vez que fuiste a ver un evento deportivo, ¿quién ganó y por cuántos puntos?</p>
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