

<b>Planned Course: Honors Spanish IV</b>		<b>Course Number: 511H</b>		<b>Department: World Languages</b>			
<b>Unit: Day of the Dead</b>		<b>Grade Level: 11 - 12</b>					
<b>Estimated Time: 1 week</b>		<b>Level/Track: Honors</b>		<b>Date Approved: 8/8/2011</b>			
<b>PA Academic Standards</b>		<b>Core Concepts (in question format)</b> • Skills/Knowledge		<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>			
		<b>Assessments (include types and topics)</b>					
<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?</p> <ul style="list-style-type: none"> <li>Students will use vocabulary associated with Day of the Dead</li> </ul> <p>▶ How do you communicate about a Mexican cultural holiday?</p> <ul style="list-style-type: none"> <li>Students will use vocabulary on family and death</li> </ul> <p>▶ How do you communicate about the plot of a story?</p> <ul style="list-style-type: none"> <li>Students will use the sequence of a story</li> <li>Students will use the present tense of regular, irregular, stem-changing, and spelling-changing verbs</li> <li>Students will use the preterite tense of spelling-changing verbs (i to y), irregular verbs, stem-changing verbs (e to i, o to u)</li> <li>Students will use the imperfect tense of regular</li> </ul>		<p>The following will be done through listening, reading, writing and speaking:</p> <p><b>Activities:</b></p> <p><b>Enrichment:</b> Research what purpose the Day of the Dead serves in Mexican culture (Print out the websites)</p> <p><b>Strategies:</b> Complete a Reading Guide</p> <p>Create dialogues incorporating new vocabulary in context to personal life experiences</p> <p>Retell the story in the target language whereby each student must add on to what the previous student stated</p> <p>Complete worksheets on the content of the story and vocabulary</p>		<p>Summary Test includes:</p> <ul style="list-style-type: none"> <li>Vocabulary production whereby students complete sentences about the plot of the story using the appropriate vocabulary word in Spanish. English word bank provided.</li> <li>Vocabulary production whereby students determine if the statements about the plot of the story are true or false. False statements must be corrected in Spanish.</li> <li>Provide the appropriate response in Spanish to a question or statement written in Spanish based on the vocabulary of the story.</li> </ul>	

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	<p>and irregular verbs</p> <ul style="list-style-type: none"> <li>Students will know when to use the preterite tense verses when to use the imperfect tense</li> </ul> <p>▶ How do you narrate an event in the past?</p> <ul style="list-style-type: none"> <li>Students will use the present tense of regular, irregular, stem-changing, and spelling-changing verbs</li> <li>Students will use the preterite tense of spelling-changing verbs (i to y), irregular verbs, stem-changing verbs (e to i, o to u)</li> <li>Students will use the imperfect tense of regular and irregular verbs</li> <li>Students will know when to use the preterite tense verses when to use the imperfect tense</li> </ul>	<p><b>Study Skills:</b> Make a tri-fold vocabulary list on specified vocabulary within the story</p>	
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