

Planned Course: Honors Spanish IV		Course Number: 511H		Department: World Languages	
Unit: What would you do?		Grade Level: 11- 12			
Estimated Time: 2 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 what you would do or what a situation would be like?</p> <ul style="list-style-type: none"> Students will use the conditional tense with regular and irregular verbs (decir, haber, hacer, poder, poner, querer, saber, salir, tener, valer, venir) Students will know when to use the conditional tense <p>▶ How do you narrate “what if” statements?</p> <ul style="list-style-type: none"> Students will know when to use the conditional tense Students will informally use the imperfect subjunctive and formally use the conditional tense to discuss what would occur if certain situations were to happen. Students will informally use the imperfect subjunctive and formally use the conditional tense to write about what would occur if certain situations were to happen. 	<p>The following will be done through listening, reading, writing and speaking:</p> <p>Activities: Communicative Activity: Students are given a selection of infinitive verb phrases/scenarios. Students will decide what they would do if they were to win a million dollars. Their partner needs to guess what they would do by dialoging using the conditional tense.</p> <p>Enrichment: Students will create a “Dear Abby” style advice column letter. Another student will read letter and repond using the conditional tense.</p> <p>Strategies: Complete worksheets on the conditional tense of regular and irregular verbs (haber, hacer, saber, tener, poder, decir, salir, querer, poner,</p>	<p>The following will be done through listening, reading, writing and speaking:</p> <p>Summary Test includes:</p> <ul style="list-style-type: none"> Listening section in the format of writing what you would do in various situations, using the conditional tense. (1) Writing section where students will conjugate irregular verbs in the conditional tense. (2) Writing section where students will write what they would do in various situations <p>Oral Proficiency Interview:</p> <p>Statement 1: Si pudieras hablar con una persona famosa muerta, ¿con quién hablarías? Statement 2: ¿Qué harías para mejorar el mundo? Statement 3: ¿Qué harías si pudieras ser el sexo opuesto por un día?</p>		

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		<p>valer, venir)</p> <p>Students play vocabulary-verb game where students spontaneously create sentences to express solutions to problems using the conditional tense</p>	<p>Statement 4: ¿Qué harías si tu vieras (you were to see) el novio / la novia de tu mejor amigo/a besando a otra persona?</p> <p>Statement 5: ¿Qué harías si pudieras cambiar una regalo de la escuela?</p> <p>Statement 6: ¿Qué harías si fuera (it were) el último día antes del final del mundo?</p> <p>Statement 7: Si pudieras ser una persona famosa por un día, ¿quién te gustaría ser?</p>