

## Curriculum Mapping

School: Illini Bluffs High School

School Year: 2009-2010

Course: Spanish 2

Grade Level: 10-12

Month	ILS	Content	Skills	Assessments	Resources
August	29.E.1-2  28.C.1a-b	Spanish-speaking countries, capitols, and major bodies of water Regions of Spain Language learning strategies  Vocabulary-Countries and geographical terms	Students will: ~Identify the countries and their capitols and surrounding bodies of water where Spanish is spoken ~Practice strategies for successful foreign language learning	Daily work Notes Vocabulary Quizzes Participation Geography project	Textbook Ancillaries Supplementary material Internet
September	28.A.1 28.B.1 28.C.1 28.D.1 28.A-D 29.D	Nouns-gender and plural Adjectives (agreement) Ser Possessive adjectives Interrogatives Estar w/feelings Tener  Vocabulary-Family, Personal info, feelings, and nationalities  Culture-Spanish Speakers in the U.S.-Cesar Chavez and Migrant Farm Workers	Students will: ~Maintain listening ability at the <i>beginning</i> level ~Maintain speaking ability at the <i>beginning</i> level ~Maintain reading ability at the <i>beginning</i> level ~Maintain writing ability at the <i>beginning</i> level ~Review aspects of Spanish grammar covered in previous years ~Assimilate more Spanish words into their working vocabulary ~Create a program addressing the issue of migrant farm workers from various perspectives	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests Migrant farm workers project Family project	Textbook Student workbooks Ancillaries Supplementary material Internet Video: Ties that Bind
October	28.A.1  28.B.1	Ir and Salir Estar w/location Ser/Estar Verbs like Gustar Indirect Object Pronouns Present tense verbs	Students will: ~Maintain listening ability at the <i>beginning</i> level ~Maintain speaking ability at the <i>beginning</i> level ~Maintain reading ability at the	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests	Textbook Student workbooks Ancillaries Supplementary material Internet Videos: The Incas

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	28.C.1  28.D.1  28.A-D  29.B.2 C.2 D.1-3 E.2-3	Vocabulary-prepositions of location, action words, school supplies, descriptions  Culture-Incas and Machu Picchu, Hiram Bingham	<i>beginning</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Synthesize information from various sources to explain how Machu Picchu portrays Incan culture	Machu Picchu project City Project	Remembered & Searching for Lost Worlds
November	28.A.1  28.B.1  28.C.1  28.D.1  28.A-D	Stem-changing verbs  Vocabulary-Sports and activities, and stem-changing verbs	Students will: ~Maintain listening ability at the <i>beginning</i> level ~Maintain speaking ability at the <i>beginning</i> level ~Maintain reading ability at the <i>beginning</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary.	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests	Textbook Student workbooks Ancillaries Supplementary material Internet Cuentitos Simpáticos
December	28.A.2  28.B.1	Comparatives/Superlatives Reflexive Verbs and Pronouns Obligation Ir + a + infinitive  Vocabulary-adjectives, hygiene	Students will: ~Increase listening ability to the <i>beginning intermediate</i> level ~Maintain speaking ability at the <i>beginning</i> level ~Maintain reading ability at the	Daily work Notes Vocabulary Quizzes Participation Tests Interview w/Hispanic	Textbook Student workbooks Ancillaries Supplementary material Internet Cuentitos Simpáticos

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	28.C.1 28.D.1 28.A-D 29.D	and daily routine, chores Culture-Henry Cisneros (all)	<i>beginning</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Students will research, write and perform an interview with a famous Hispanic American	American	
January	28.A.2 28.B.1 28.C.2 28.D.1 28.A-D 29.B.2 C.2 D.1-3 E.2-3	Irregular yo forms Saber/Conocer Personal a Positive Tú commands Direct Object Pronouns  Vocabulary-geography, climate, weather, outdoor activities, animals  Culture-Mayas	Students will: ~Maintain listening ability at the <i>beginning intermediate</i> level ~Maintain speaking ability at the <i>beginning</i> level ~Increase reading ability to the <i>beginning intermediate</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Students will create a project related to Aztec culture	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests Tourist brochure project Aztec project	Textbook Student workbooks Ancillaries Supplementary material Internet Video: Lost Kingdoms of the Maya
February	28.A.2 28.B.2	Indirect Object Pronouns Verbs like pedir Negative tú commands Pronunciation Regular Preterite (-ar)	Students will: ~Maintain listening ability at the <i>beginning intermediate</i> level ~Increase speaking ability to the <i>beginning intermediate</i> level	Daily work Notes Vocabulary Quizzes Participation Dialogues	Textbook Student workbooks Ancillaries Supplementary material Internet

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	28.C.2 28.D.1 28.A-D	Irregular Preterite-ir, hacer, ser  Vocabulary-Verbs w/indirect objects, driving and traffic, international travel  Culture-Driving in Spanish-speaking countries	~Maintain reading ability at the <i>beginning intermediate</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary.	Tests Spanish driver's ed. presentation	
March	28.A.2 28.B.2 28.C.2 28.D.1 28.A-D 29.B.2 C.2 D.1-3 E.2-3	Regular Preterite (-er, -ir) Irregular preterite of verbs like pedir (?) Impersonal se Irregular preterite of poner, tener, dar Review of direct and indirect object pronouns Double object pronouns  Vocabulary-stores, shopping, money and banking  Culture-Shopping and banking in Spanish-speaking country, Aztecs	Students will: ~Maintain listening ability at the <i>beginning intermediate</i> level ~Maintain speaking ability at the <i>beginning intermediate</i> level ~Maintain reading ability at the <i>beginning intermediate</i> level ~Maintain writing ability at the <i>beginning</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Create a portfolio related to Mayan culture.	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests <i>El mercado</i> project Maya portfolio project	Textbook Student workbooks Ancillaries Supplementary material Internet Video: The Buried Mirror
April	28.A.2 28.B.2	Regular Imperfect Irregular imperfect of ser, ir, and ver Affirmative and negative expressions Past Participles	Students will: ~Maintain listening ability at the <i>beginning intermediate</i> level ~Maintain speaking ability at the <i>beginning intermediate</i> level ~Maintain reading ability at the	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests	Textbook Student workbooks Ancillaries Supplementary material Internet Video: The Buried Mirror

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	28.C.2  28.D.2  28.A-D  29.D.2	Present Perfect  Vocabulary-Childhood activities, physical & emotional states, historical words, Hispanic groups, cultures words  Culture-Conquista	<i>beginning intermediate</i> level ~Increase writing ability to the <i>beginning intermediate</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Create a timeline to present the Spanish Conquest of Central and South America	<i>La Conquista</i> Timeline project	
May	28.A.2  28.B.2  28.C.2  28.D.2  28.A-D  30.A.3	Amounts Demonstrative pronouns Demonstrative adjectives  Vocabulary-Food, table settings, ordering in a restaurant (?)  Culture-Mexican food, Hispanics in the U.S.	Students will: ~Maintain listening ability at the <i>beginning intermediate</i> level ~Maintain speaking ability at the <i>beginning intermediate</i> level ~Maintain reading ability at the <i>beginning intermediate</i> level ~Maintain writing ability at the <i>beginning intermediate</i> level ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills ~Assimilate more Spanish words into their working vocabulary. ~Use Spanish recipes to analyze the Latin American diet and create a Mexican dish.	Daily work Notes Vocabulary Quizzes Participation Dialogues Tests Recipe/Mexican Food project	Textbook Student workbooks Ancillaries Supplementary material Internet