

## Curriculum Mapping

School: Illini Bluffs High School  
 Course: Spanish 3

School Year: 2009-2010  
 Grade Level: 11 and 12

| Month     | ILS                                                                  | Content                                                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessments                                                                                                 | Resources                                                                          |
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| August    | 28.A&C                                                               | Bilingual Dictionary 101<br>Nouns & Adjectives<br>Learn the Mexican states | Students will:<br>~Learn effective bilingual dictionary usage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Daily work<br>Notes<br>Participation                                                                        | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material             |
| September | 28.A.2-3<br>28.B.2<br>28.C.2<br>28.D.2<br>28.A-D<br>28.A-D<br>29.A-E | Preterite Tense – Regular and Irregular Verbs<br><br>Vocabulary            | Students will:<br>~Begin to increase listening ability to the <i>intermediate</i> level<br>~Maintain speaking ability at the <i>beginning intermediate</i> level<br>~Maintain reading ability at the <i>beginning intermediate</i> level<br>~Maintain writing ability at the <i>beginning intermediate</i> level<br>~Review aspects of Spanish grammar covered in previous years<br>~Assimilate more Spanish words into their working vocabulary.<br>~Increase their understanding of the history, current issues, music, art, literature, drama and geography of Latin-American countries | Daily work<br>Notes<br>Vocabulary Quizzes<br>Participation<br>Oral assignments<br>Tests<br>Culture projects | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material<br>Internet |
| October   | 28.A.3                                                               | Ser & Estar<br>Present Progressive<br>Tener Idioms                         | Students will:<br>~Increase listening ability to the <i>intermediate</i> level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Daily work<br>Notes<br>Vocabulary Quizzes                                                                   | Textbook<br>Student workbooks<br>Ancillaries                                       |

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|          | 28.B.3<br>28.C.2<br>28.D.2<br>28.A-D<br>28.A-D<br>29.A-E | Present Tense Verbs<br>Irregular Pres. Tense Verbs<br>Reflexive Verbs/Pronouns<br><br>Mexican/Caribbean Culture<br><br>Vocabulary | ~Increase speaking ability to the <i>intermediate</i> level<br>~Maintain reading ability at the <i>beginning intermediate</i> level<br>~Maintain writing ability at the <i>beginning intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary.                                                                         | Participation<br>Oral assignments<br>Tests<br>Charlas (discussions)<br>Mystery story                                                                       | Supplementary material<br>Internet<br>Video – <i>The Princess Bride</i> in Spanish |
| November | 28.A.3<br>28.B.3<br>28.C.2<br>28.D.2<br>28.A-D<br>28.A-D | Past Participles<br>Impersonal Se<br>Review of Direct and Indirect Objects/ Double Object Pronouns<br><br>Vocabulary              | Students will:<br>~Maintain listening ability at the <i>intermediate</i> level<br>~Maintain speaking ability at the <i>intermediate</i> level<br>~Maintain reading ability at the <i>beginning intermediate</i> level<br>~Increase writing ability to the <i>intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary. | Daily work<br>Notes<br>Vocabulary Quizzes<br>Participation<br>Oral assignments<br>Tests<br>Culture projects<br>Newspaper articles-<br>murder mystery story | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material<br>Internet |
| December | 28.A.2                                                   | Commands (tú & ud.)<br>Relative Pronouns<br>Review Comparative and Superlatives                                                   | Students will:<br>~Maintain listening ability at the <i>intermediate</i> level<br>~Maintain speaking ability at the                                                                                                                                                                                                                                                                                                                                       | Daily work<br>Notes<br>Vocabulary Quizzes<br>Participation                                                                                                 | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material             |

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|          | 28.B.3<br>28.C.2<br>28.D.3<br>28.A-D<br>28.A-D<br>30B.2-3          | Hace + Time Imperfect Tense<br><br>Vocabulary<br><br>Central/South American Culture                                    | <i>intermediate</i> level<br>~Maintain reading ability at the <i>beginning intermediate</i> level<br>~Maintain writing ability at the <i>intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary.<br>~Research and present information on careers in which Spanish is an asset                                                                                     | Oral assignments<br>Tests<br>Culture projects<br>Career presentations                                                             | Internet                                                                                                                     |
| January  | 28.A.2<br>28.B.3<br>28.C.2<br>28.D.3<br>28.A-D<br>28.A-D<br>29.A-E | Imperfect Tense<br>Reciprocal Reflexives<br>Por and Para<br>Present forms of the Subjunctive<br>Mood<br><br>Vocabulary | Students will:<br>~Maintain listening ability at the <i>intermediate</i> level<br>~Maintain speaking ability at the <i>intermediate</i> level<br>~Maintain reading ability at the <i>beginning intermediate</i> level<br>~Maintain writing ability at the <i>intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary.<br>~Read and present a short play in Spanish | Daily work<br>Notes<br>Vocabulary Quizzes<br>Participation<br>Oral assignments<br>Tests<br>Culture projects<br>Newspaper articles | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material<br>Internet<br>Book- <i>Leyendas Latinoamericanas</i> |
| February | 28.A.2                                                             | Uses of Subjunctive<br>Adjective Clauses                                                                               | Students will:<br>~Maintain listening ability at the                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Daily work<br>Notes                                                                                                               | Textbook<br>Student workbooks                                                                                                |

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|       | <p>28.B.3</p> <p>28.C.3</p> <p>28.D.3</p> <p>28.A-D</p> <p>28.A-D</p> <p>29.A-E</p> | <p>Conjunctions of Time<br/>         Conjunctions w/Subjunctive</p> <p>History of Spain</p> <p>Vocabulary</p> | <p><i>intermediate</i> level<br/>         ~Maintain speaking ability at the <i>intermediate</i> level<br/>         ~Maintain reading ability at the <i>intermediate</i> level<br/>         ~Maintain writing ability at the <i>intermediate</i> level<br/>         ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br/>         ~Assimilate more Spanish words into their working vocabulary.<br/>         ~Increase their understanding of the history, current issues, and geography of Spain</p> | <p>Vocabulary Quizzes<br/>         Participation<br/>         Oral assignments<br/>         Tests<br/>         Culture projects</p>                    | <p>Ancillaries<br/>         Supplementary material<br/>         Internet<br/>         Videos on Spain</p>                                                                     |
| March | <p>28.A.2</p> <p>28.B.3</p> <p>28.C.3</p> <p>28.D.3</p> <p>28.A-D</p> <p>28.A-D</p> | <p>Novel-<i>La Casa Embrujada</i></p> <p>Various grammatical structures</p>                                   | <p>Students will:<br/>         ~Maintain listening ability at the <i>intermediate</i> level<br/>         ~Maintain speaking ability at the <i>intermediate</i> level<br/>         ~Increase reading ability to the <i>intermediate</i> level<br/>         ~Maintain writing ability at the <i>intermediate</i> level<br/>         ~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br/>         ~Assimilate more Spanish words into their working vocabulary.</p>                                    | <p>Daily work<br/>         Notes<br/>         Vocabulary Quizzes<br/>         Participation<br/>         Discussions of reading<br/>         Tests</p> | <p>Textbook<br/>         Student workbooks<br/>         Ancillaries<br/>         Supplementary material<br/>         Internet<br/>         Novel-<i>La Casa Embrujada</i></p> |
| April | <p>28.A.2</p>                                                                       | <p>Novel-<i>La Casa Embrujada</i> (cont.)<br/>         Spanish Culture</p>                                    | <p>Students will:<br/>         ~Maintain listening ability at the <i>intermediate</i> level<br/>         ~Maintain speaking ability at the</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Daily work<br/>         Notes<br/>         Vocabulary Quizzes<br/>         Participation</p>                                                        | <p>Textbook<br/>         Student workbooks<br/>         Ancillaries<br/>         Supplementary material</p>                                                                   |

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|     | 28.B.3<br><br>28.C.3<br><br>28.D.3<br><br>28.A-D<br><br>28.A-D<br><br>29.A-E | Vocabulary                                                                      | <i>intermediate</i> level<br>~Maintain reading ability at the <i>intermediate</i> level<br>~Maintain writing ability at the <i>intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary.<br>~Increase their understanding of the music, art, literature and drama of Spain                                   | Oral assignments<br>Tests<br>Culture projects                                                                                        | Internet<br>Novel- <i>La Casa Embrujada</i>                                                                           |
| May | 28.A.2<br><br>28.B.3<br><br>28.C.3<br><br>28.D.3<br><br>28.A-D<br><br>28.A-D | Present Progressive<br>Past Progressive<br>Uses of Infinitive<br><br>Vocabulary | Students will:<br>~Maintain listening ability at the <i>intermediate</i> level<br>~Maintain speaking ability at the <i>intermediate</i> level<br>~Maintain reading ability at the <i>intermediate</i> level<br>~Maintain writing ability at the <i>intermediate</i> level<br>~Assimilate more aspects of Spanish grammar into listening, speaking, reading, and writing skills<br>~Assimilate more Spanish words into their working vocabulary. | Daily work<br>Notes<br>Vocabulary Quizzes<br>Participation<br>Oral assignments<br>Tests<br>Culture projects<br>Charlas (discussions) | Textbook<br>Student workbooks<br>Ancillaries<br>Supplementary material<br>Internet<br>Video – <i>Shrek</i> in Spanish |