

Curriculum Mapping

School: Illini Bluffs High School

School Year: 2009-2010

Course: Spanish 1

Grade Level: 9-12

Month	ILS	Content	Skills	Assessments	Resources
August	28.A.1a. 28.B.1b 28.D.1a 28.D.1b. 29.A.1a. 30.A.1d	Learn Spanish-speaking countries and capitols. Ask and give names in Spanish. Learn clothes and colors. Learn gender of singular definite and indefinite articles. Learn the subjects.	Learn verb "llamarse" (to call oneself.) Distinguish gender of nouns and correctly match with articles. Mimic authentic Spanish pronunciation from audiotape and teacher. Recognize basic language patterns. Learn to recognize cognates. Learn where Spanish is spoken in world.	Worksheets, listening activities, play Bingo with clothing vocabulary, have students describe what they are wearing and what others are wearing and have students identify by name, and quizzes and tests.	Textbook Student workbook Ancillaries Supplementary material Internet
September	28. A. 1a. 28. A. 1b. 28.B.1b. 28.D.1a. 28.D.1b 29.A 30.A.1d	Understand classroom commands using Total Physical Response. Use expressions for greeting and saying goodbye to others. Tell how someone feels, emotions and states of being. Learn to count to 100. Learn days of the week. Learn how to make nouns and articles plural. Ask and tell time. Learn useful classroom expressions. Learn about Mexican Independence Day.	Learn verb "estar" (to be). Memorize new vocabulary for feeling and physical states. Learn how to count to 100 and days of the week. Learn verb "llevar" (to wear), adjective-noun agreement, and adjective placement. Learn how to count in Spanish. Memorize new vocabulary dealing with feelings and physical and emotional states. Transfer skills of telling time in English to Spanish. Distinguish between morning, afternoon, and evening.	Give commands to students and see if they respond appropriately. Put into groups and take turns giving commands. Students write own descriptions of what they are wearing and put on a fashion show. Tests and quizzes. Put different quantities in front of students and have them count. Ask how many eggs	Textbook Student workbook Ancillaries Supplementary material Internet

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				are in a dozen, days in a month, etc.	
October And November	28.A. 1b 28.B.1.a 28.D.1.a 28.D. 1b. 30.A.1d	Describe classroom objects. Review numbers. Learn to negate sentences. Talk about school schedule, when classes begin and end, and school subjects. Learn additional telling time expressions such as half past, quarter after, and quarter till. Work on reading comprehension and write short answers in Spanish. Learn to express likes and dislikes in Spanish. Work on Day of the Dead project.	Memorize classroom objects and learn more numbers. Learn how to say something isn't so. Transfer school subjects from English to Spanish. Learn "tener" (to have). Learn more activities, the verb "gustar" (to like), and to say what you do and do not like. Students will continue to learn and practice correct Spanish pronunciation and respond to simple questions and answers in Spanish.	Worksheets, tape activities, questions about time with clock, have students identify various classroom items in Spanish. Have students distinguish between the subjects and their likes in certain activities. Quizzes and tests.	Textbook Student workbook Ancillaries Supplementary material Internet
December	28.A.1a 28.A.1b 28.B.1a 28.B.1b 28.C.1a 28.C.1b 28.D.1a 28.D.1b 30.A.1d	Describe physical characteristics of people. Learn to give individual information such as age, address, and phone numbers. Ask where someone is from. Learn body parts. Continue to work on reading comprehension.	Learn -ar, -er, and -ir verb endings. Learn the verb "ser" (to be). Spiral into numbers to give age and address in Spanish. Also recall "tener" and learn the "-ir" verb forms and the verb vivir (to live). Continue to become familiar with geography of Spanish speaking world.	Worksheets and audiotapes. Working in groups to obtain new information learned in these lessons. Read addresses and know how they correspond in English. Give quizzes and chapter test.	Textbook Student workbook Ancillaries Supplementary material Internet

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January	28.B.1a 28.B.1b 28.D.1.a 28.D.1b. 30.A.1d	Describe family members, belongings and those of others. Learn additional vocabulary and simple way to show possession with “de”. Family Tree Project	Learn family members in Spanish and how to describe them. Learn additional vocabulary as older and younger. Teach possession using “de”. Continue to work on reading comprehension.	Have students make their own family trees and identify them and describe them. Do worksheets and listening activities. Have students do partner activities where they ask about various family members. Writing about what different relatives like or don't like to do and describe them.	Textbook Student workbook Ancillaries Supplementary material Internet
February And March	28.B.1a 28.B.1b 28.D.1.a 28.D.1b. 30.A.1c 30.A.1d	Learn food and about eating habits. Learn to name places in town and school, and tell what people have to do. Describe daily routine in school. Also learn prepositions of place. Review personal pronouns and several more verbs in Spanish.	Continue to spiral and re-enter with previously learned vocabulary and additional new vocabulary. Review the verbs “estar”, “ir”, and how to say you have to do something (“tener que plus infinitive). Continue to improve reading skills and learn several new verbs. Give locations using prepositions of place and a more detailed form of possession using personal pronouns.	Worksheets, audio listening activities, food preparation activity preparing authentic Hispanic foods. Quizzes and tests. Have students write descriptions of where classes are in relation to library, gym, etc.	Textbook Student workbook Ancillaries Supplementary material Internet
April	28.B.1a. 28.B.1b. 28.C.1a 28. D.	Talk about sports and favorite leisure activities. Review “gustar” and learn “jugar” (to play). Spiral and re-enter gusta from Unit 1 activities and	Review the verb “gustar”. Learn the verb “saber”. Say what you know or don't know how to do and to talk about outcome of a game. Learn how to use “jugar” and “saber + infinitive”, and	Worksheets and listening activities with audiotape. Do group activities and communication	Textbook Student workbook Ancillaries Supplementary material

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	1a. 28.D.1.b 29. E. 1.a 30.A.1d	add new activities. Continue working on reading comprehension. Add verb "saber" to know how" and "to know how to do something." Learn about Semana Santa	learn about Gabriela Sabitini.	pairing to discover what sports others know or like to play. Write out with partners a dialogue saying what sports or leisure activities they know how to do, like to do or don't like to do. Tests and quizzes to check comprehension, knowledge of using correct forms of verbs, and to gauge learning.	Internet
May	28.B.1a 28.B.1b 28.D.1.a 28.D.1b. 30.A.1c 30.A.1d	Talk about future plans, use time expressions and demonstrative adjectives. Learn weather expressions and how to talk about the weather. Use "hace" with weather and "ir +a + infinitive" to show future plans. Learn about Cinco de Mayo and other celebrations in Spanish speaking countries. Calendar project	Will learn new vocabulary with weather, will re-enter previously learned clothing vocabulary and add on additional terms. Will express weather and learn about Celsius reading as opposed to Fahrenheit. Will also learn seasons and what activities and sports are done during these times. Calendar project	Worksheets, audio tapes with listening activities. Group activities and paired activities. Students will also create and act out dialogue about what they are going to do next summer, fall, and winter. Tests and quizzes to gauge learning.	Textbook Student workbook Ancillaries Supplementary material Internet

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June					