



**Spanish 2 GL/ ADV**  
**Year at a Glance (YAG)**  
**2022-2023**



**First Semester**

**1<sup>st</sup> Nine Weeks – 40 days**  
 (August 15<sup>th</sup> – October 12<sup>th</sup>)  
 (September 5<sup>th</sup> – Labor day – No School)  
 (October 10<sup>th</sup> – Staff Development)

<p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i>  <b>ChPE</b> - 1.A, 1.E, 1.F  <b>Ch1A</b> - 1.A, 1.B, 1.C, 1.D, 1.E, 1.F  <b>Ch1B</b> - 1.A, 1.B, 1.D, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>ChPE</b> - 2.B, 2.C  <b>Ch1A</b> - 2.B, 2.C, 2.D  <b>Ch1B</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>ChPE</b> - 3.B  <b>Ch1A</b> - 3.A  <b>Ch1B</b> - 3.A, 3.B</p>	<p><b>Para Empezar</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Talk and write about yourself and your friends</li> <li>• Listen and read about what people are like and the things they do</li> <li>• Talk about what you and other people are like.</li> <li>• Tell where you and other people are from.</li> <li>• Talk about things you and other people do.</li> <li>• Talk about how often you do certain things.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• El primer día de clases, print p. 1</li> <li>• Nationalities, print p. 6</li> <li>• Enrique Iglesias, print p. 11</li> </ul> <p><b>Capítulo 1A - ¿Qué haces en la escuela?</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen and read about classes and classroom rules.</li> <li>• Talk and write about classroom activities and schoolwork.</li> <li>• Exchange information about what you do in class.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Identify key details in an authentic video about going back to school.</li> <li>• Understand the meaning and role of coats of arms in the Spanish-speaking world.</li> <li>• Compare school rules and customs in the Spanish-speaking world and the U.S.</li> </ul> <p><b>Capítulo 1B - ¿Qué haces después de las clases?</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen and read about students' after-school activities.</li> <li>• Talk and write about your extracurricular activities.</li> <li>• Exchange information about what you do after school.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Identify key details in an authentic video about students at home.</li> <li>• Understand the differences between schools in the United States and Spain.</li> <li>• Compare extracurricular activities, sports, and dance in the United States and Latin America.</li> </ul>	<p><b>Resources</b></p> <p><b>Texas Autentico</b>  <b>Para Empezar (Pre-assessment)</b>    ¿Cómo eres tú?  <ul style="list-style-type: none"> <li>• Descriptions</li> <li>• <b>Nationalities</b></li> <li>• Emotions</li> <li>• Talk about what you and other people are like.</li> <li>• Tell where you and other people are from.</li> </ul>   ¿Qué haces?  <ul style="list-style-type: none"> <li>• Activities</li> <li>• Talk about things you and others do</li> <li>• Talk about how often you do certain things</li> </ul>   Grammar (application assignments)  <ul style="list-style-type: none"> <li>• ser v estar</li> <li>• hacer</li> <li>• adjectives</li> </ul> <b>Chapter 1A ¿Qué haces en la escuela?</b>    Vocabulary  <ul style="list-style-type: none"> <li>• Things you do in school</li> <li>• Technology (basics)</li> </ul>   Grammar (application assignments)  <ul style="list-style-type: none"> <li>• present tense regular verbs</li> <li>• Irregular “yo” forms</li> </ul> <b>Chapter 1B ¿Qué haces después de las clases?</b>    Vocabulary  <ul style="list-style-type: none"> <li>• Extracurricular activities</li> </ul>   Grammar  <ul style="list-style-type: none"> <li>• the verb “ir” (to go) (application assignments)</li> </ul>   Culture:  <ul style="list-style-type: none"> <li>• Hispanic Heritage Month</li> <li>• 16 de Septiembre “El Grito de Dolores”</li> </ul> </p>
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**Spanish 2 GL/ ADV**  
**Year at a Glance (YAG)**  
**2022-2023**



**First Semester**

2<sup>nd</sup> Nine Weeks – 43 days  
 (October 13<sup>th</sup> – December 16<sup>th</sup>)  
 (November 21<sup>nd</sup> – 25<sup>th</sup> – Thanksgiving Break)  
 (December 19<sup>th</sup> – December 30<sup>st</sup> – Holiday Break)

<p><b>TEKS</b>          Interpersonal Communication: <i>Speaking and writing.</i>  <b>Ch2A</b> - 1.A, 1.B, 1.E  <b>Ch2B</b> - 1.A, 1.B, 1.D, 1.E  <b>Ch3A</b> - 1.A, 1.B, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>Ch2A</b> - 2.B, 2.C, 2.D  <b>Ch2B</b> - 2.A, 2.B  <b>Ch3A</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>Ch2A</b> - 3.A, 3.B  <b>Ch2B</b> - 3.A, 3.B  <b>Ch3A</b> - 3.B</p>	<p><b>Capítulo 2A - ¿Cómo te preparas?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about daily routines.</li> <li>Talk and write about your daily routine and getting ready for a special event.</li> <li>Exchange information about your typical morning routine.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify cultural practices in an authentic video about a special Panamanian celebration.</li> <li>Understand why ponchos are worn in the Andes.</li> <li>Compare parties and special events in the Spanish-speaking world with those in the U.S</li> </ul> <p><b>Capítulo 2B - ¿Qué ropa compraste?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about clothing people bought.</li> <li>Talk and write about shopping trips.</li> <li>Exchange information about when and where you bought what you are wearing.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify key details in a culturally authentic video about taking care of clothes.</li> <li>Understand la parranda in Spanish-speaking countries.</li> <li>Compare shopping in Spain and the United States.</li> </ul> <p><b>Capítulo 3A - ¿Qué hiciste ayer?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about where people went, what they did, and what they received as gifts.</li> <li>Talk and write about whether you fulfilled certain obligations and what you bought in the past.</li> <li>Exchange information about whether you did certain things you had to do.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify cultural perspectives in an authentic video about a supermarket.</li> <li>Understand the popularity of open-air markets in the Spanish-speaking world.</li> <li>Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S.</li> </ul>	<p><b>Chapter 2A ¿Cómo te preparas?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>Clothing</li> <li>the body</li> <li>daily routine</li> <li>Technology (basics)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>reflexive verbs (<i>Ch 6A</i>)</li> <li>possessive adjectives</li> <li>ser v estar (<b>application assignments</b>)</li> </ul> <p><b>Chapter 2B ¿Qué ropa compraste?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>shopping</li> <li>phrases of expression</li> <li>Technology (basics)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>regular preterite tense (<i>Chapters 5A/5B</i>) - <b>The Book of Life Movie with learning activities</b></li> <li>demonstrative adjectives</li> </ul> <p><b>Novel:</b>  <u>Robo en la Noche</u> -15 chapters</p> <ol style="list-style-type: none"> <li><b>Present tense - chapters 1 - 7</b></li> <li><b>Past tense - chapters 8 -15</b></li> </ol> <p><b>Chapter 3A ¿Qué hiciste ayer?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>Chores</li> <li>around the city</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Irregular preterite verbs(<i>Chapters 5A/5B/6A</i>)</li> <li>telling time</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>Día de los muertos</li> <li>traditional latino holidays</li> </ul>
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**Spanish 2 GL/ ADV**  
**Year at a Glance (YAG)**  
**2022-2023**



**Second Semester**

**3<sup>rd</sup> Nine Weeks – 45 days**  
 (January 3<sup>rd</sup> – March 10<sup>th</sup>)  
 (January 16<sup>th</sup> – MLK – No School)  
 (February 20<sup>st</sup> - Staff Development)  
 (January 25<sup>th</sup> - Early Release)  
 (March 13<sup>th</sup> – 17<sup>th</sup> – Spring Break)

<p><b>TEKS</b>          Interpersonal Communication: <i>Speaking and writing.</i>  <b>Ch3B</b> - 1.A, 1.C, 1.D, 1.E  <b>Ch4A</b> - 1.A, 1.B, 1.E  <b>Ch4B</b> - 1.A, 1.E, 1.F</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>Ch3B</b> - 2.A, 2.B, 2.C, 2.D  <b>Ch4A</b> - 2.A, 2.B, 2.C  <b>Ch4B</b> - 2.B, 2.C, 2.D</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>Ch3B</b> - 3.B  <b>Ch4A</b> - 3.A, 3.B  <b>Ch4B</b> - 3.A, 3.B</p>	<p><b>Capítulo 3B - ¿Qué se va...?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about driving advice.</li> <li>Talk and write about giving directions and driving.</li> <li>Exchange information about how to get to places near your school and abroad.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify cultural perspectives in an authentic audio about using bicycles as a means of transportation.</li> <li>Understand the importance of one's neighborhood in Spanish-speaking communities.</li> <li>Compare driving requirements in the Spanish-speaking world and the U.S.</li> </ul> <p><b>Capítulo 4A - Cuando éramos niños</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about favorite childhood toys and elementary school experiences.</li> <li>Talk and write about what you were like as a child and your experiences in elementary school.</li> <li>Exchange information about what you were like as a child.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Understand favorite nursery rhymes and songs from Spanish-speaking countries.</li> <li>Compare the role of pets in Spanish-speaking countries and the U.S.</li> <li>Auténtico: Identify key details in an authentic text about family activities.</li> </ul> <p><b>Capítulo 4B - Celebrando los días festivos</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about family celebrations.</li> <li>Talk and write about how your family used to celebrate holidays and your best birthday.</li> <li>Exchange information about where, with whom, and how you used to celebrate holidays as a child.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify cultural practices in an authentic video about <i>carnaval</i> celebrations.</li> <li>Understand how some Hispanic families celebrate special days and holidays.</li> <li>Compare holidays and celebrations in Mexico and the U.S.</li> </ul>	<p><b>Chapter 3B ¿Cómo se va ...?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>places around town and abroad</li> <li>directions and modes of transportation</li> <li>travel</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>informal commands</li> <li>direct object pronouns (<u>application assignments</u>)</li> <li>present and past progressive</li> <li>prepositions</li> </ul> <p><b>Chapter 4A ¿Cuándo éramos niños?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>Childhood traits, experiences, memories...etc.</li> <li>celebrations</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Suffixes</li> <li>Imperfect tense</li> <li>Indirect Object Pronouns (<i>ch 6B</i>)</li> </ul> <p><b>Novel</b>  <u>Felipe Alou</u> (Grade level)</p> <p><b>Chapter 4B ¿Celebrando los días festivos?</b>          Vocabulary</p> <ul style="list-style-type: none"> <li>Common etiquette</li> <li>celebrations</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>preterite &amp; imperfect</li> </ul>
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**2022-2023**



<b>Second Semester</b>		
4 <sup>th</sup> Nine Weeks – 45 days (March 21 <sup>th</sup> – May 24 <sup>th</sup> ) (April 7 <sup>th</sup> – Battle of Flowers – No School) (April 28 <sup>th</sup> – Good Friday – No School) (May 24 <sup>th</sup> – Last Day of School - Early release)		
<p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i>  <b>Ch5A</b> - 1.A, 1.B, 1.E  <b>Ch5B</b> - 1.A, 1.B, 1.C, 1.E, 1.F  <b>Ch6A</b> - 1.A, 1.B, 1.C, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>Ch5A</b> - 2.A, 2.B, 2.C  <b>Ch5B</b> - 2.A, 2.B, 2.C, 2.D  <b>Ch6A</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>Ch5A</b> - 3.A, 3.B  <b>Ch5B</b> - 3.A, 3.B  <b>Ch6A</b> - 3.A, 3.B</p>	<p><b>Capítulo 7A - Cómo se hace la paella?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen to and read about cooking instructions and advice.</li> <li>Talk and write about recipes and kitchen safety.</li> <li>Exchange information about how to prepare certain dishes.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Identify cultural practices in an authentic video about Ecuadorian “Cacao”.</li> <li>Understand how foods are incorporated into different cultures.</li> <li>Compare dishes and food in Spanish Speaking countries w/ those found in the U.S.</li> </ul>	<p><b>Chapter 7A</b> ¿Cómo se hace la paella?            Vocabulary</p> <ul style="list-style-type: none"> <li>the house</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Formal and “nosotros” commands</li> <li>Impersonal “se”</li> <li>Review verbs w/ irregular “yo” forms</li> </ul> <p><b>Chapter 7B</b> ¿Te gusta comer al aire libre?            Vocabulary</p> <ul style="list-style-type: none"> <li>Camping and eating outdoors</li> <li>food</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Formal Commands</li> <li>por &amp; para</li> </ul> <p>National Spanish Exam (Advanced only)</p> <p>AAPPL testing for Spanish 2</p>