



Spanish 2
Year at a Glance (YAG)
2023-2024



First Semester

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

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



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

TEKS
Interpersonal Communication:
Speaking and writing.
Ch2A - 1.A, 1.B, 1.E
Ch2B - 1.A, 1.B, 1.D, 1.E
Ch3A - 1.A, 1.B, 1.E

Interpretive Communication:
reading and listening.
Ch2A - 2.B, 2.C, 2.D
Ch2B - 2.A, 2.B
Ch3A - 2.A, 2.B, 2.C

Presentational Communication:
speaking and writing.
Ch2A - 3.A, 3.B
Ch2B - 3.A, 3.B
Ch3A - 3.B

Capítulo 2A - ¿Cómo te preparas?
Communication Can Do Statement

- Listen and read about daily routines.
- Talk and write about your daily routine and getting ready for a special event.
- Exchange information about your typical morning routine.

Culture Can Do Statement

- Identify cultural practices in an authentic video about a special Panamanian celebration.
- Understand why ponchos are worn in the Andes.
- Compare parties and special events in the Spanish-speaking world with those in the U.S

Capítulo 2B - ¿Qué ropa compraste?
Communication Can Do Statement

- Listen and read about clothing people bought.
- Talk and write about shopping trips.
- Exchange information about when and where you bought what you are wearing.

Culture Can Do Statement

- Identify key details in a culturally authentic video about taking care of clothes.
- Understand la parranda in Spanish-speaking countries.
- Compare shopping in Spain and the United States.

Capítulo 3A - ¿Qué hiciste ayer?
Communication Can Do Statement

- Listen and read about where people went, what they did, and what they received as gifts.
- Talk and write about whether you fulfilled certain obligations and what you bought in the past.
- Exchange information about whether you did certain things you had to do.

Culture Can Do Statement

- Identify cultural perspectives in an authentic video about a supermarket.
- Understand the popularity of open-air markets in the Spanish-speaking world.
- Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S.

Chapter 2A ¿Cómo te preparas?
Vocabulary

- Clothing
- the body
- daily routine
- Technology (basics)

Grammar

- reflexive verbs (*Ch 6A*)
- possessive adjectives
- ser v estar (**application assignments**)

Chapter 2B ¿Qué ropa compraste?
Vocabulary

- shopping
- phrases of expression
- Technology (basics)

Grammar

- regular preterite tense (*Chapters 5A/5B*) - **The Book of Life Movie with learning activities**
- demonstrative adjectives

Novel:
Robo en la Noche -15 chapters

1. Present tense - chapters 1 - 7
2. Past tense - chapters 8 -15

Chapter 3A ¿Qué hiciste ayer?
Vocabulary

- Chores
- around the city

Grammar

- Irregular preterite verbs(*Chapters 5A/5B/6A*)
- telling time

Culture:

- Día de los muertos
- traditional latino holidays

Second Semester

3rd Nine Weeks – 45 days
(January 3rd – March 10th)
(January 16th – MLK – No School)
(February 20st - Staff Development)



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(January 25th - Early
March 13th - 17th - Spring

Release)
Break)

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

4th Nine Weeks – 45 days
(March 21th – May 24th)

(April 7th – Battle of Flowers – No School)

(April 28th – Good Friday – No School)

(May 24th – Last Day of School - Early release)



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<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch5A - 1.A, 1.B, 1.E Ch5B - 1.A, 1.B, 1.C, 1.E, 1.F Ch6A - 1.A, 1.B, 1.C, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch5A - 2.A, 2.B, 2.C Ch5B - 2.A, 2.B, 2.C, 2.D Ch6A - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch5A - 3.A, 3.B Ch5B - 3.A, 3.B Ch6A - 3.A, 3.B</p>	<p>Capítulo 7A - <i>Cómo se hace la paella?</i> Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to and read about cooking instructions and advice. • Talk and write about recipes and kitchen safety. • Exchange information about how to prepare certain dishes. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about Ecuadorian “Cacao”. • Understand how foods are incorporated into different cultures. • Compare dishes and food in Spanish Speaking countries w/ those found in the U.S. 	<p>Chapter 7A ¿Cómo se hace la paella? Vocabulary</p> <ul style="list-style-type: none"> • the house <p>Grammar</p> <ul style="list-style-type: none"> • Formal and “nosotros” commands • Impersonal “se” • Review verbs w/ irregular “yo” forms <p>Chapter 7B ¿Te gusta comer al aire libre? Vocabulary</p> <ul style="list-style-type: none"> • Camping and eating outdoors • food <p>Grammar</p> <ul style="list-style-type: none"> • Formal Commands • por & para <p>National Spanish Exam (Advanced only)</p> <p>AAPPL testing for Spanish 2</p>
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