



**Spanish 2**  
**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)

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| <p><b>TEKS</b><br/>Interpersonal Communication: <i>Speaking and writing.</i><br/><b>ChPE</b> - 1.A, 1.E, 1.F<br/><b>Ch1A</b> - 1.A, 1.B, 1.C, 1.D, 1.E, 1.F<br/><b>Ch1B</b> - 1.A, 1.B, 1.D, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i><br/><b>ChPE</b> - 2.B, 2.C<br/><b>Ch1A</b> - 2.B, 2.C, 2.D<br/><b>Ch1B</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i><br/><b>ChPE</b> - 3.B<br/><b>Ch1A</b> - 3.A<br/><b>Ch1B</b> - 3.A, 3.B</p> | <p><b>Para Empezar</b><br/><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><br/><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><br/><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><br/><b>Texas Autentico</b><br/><b>Para Empezar (Pre-assessment)</b><br/>¿Cómo eres tú?<br/> <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> </p> <p>¿Qué haces?<br/> <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> </p> <p>Grammar (<b>application assignments</b>)<br/> <ul style="list-style-type: none"> <li>• ser v estar</li> <li>• hacer</li> <li>• adjectives</li> </ul> </p> <p><b>Chapter 1A ¿Qué haces en la escuela?</b><br/>Vocabulary<br/> <ul style="list-style-type: none"> <li>• Things you do in school</li> <li>• Technology (basics)</li> </ul> </p> <p>Grammar (<b>application assignments</b>)<br/> <ul style="list-style-type: none"> <li>• present tense regular verbs</li> <li>• Irregular “yo” forms</li> </ul> </p> <p><b>Chapter 1B ¿Qué haces después de las clases?</b><br/>Vocabulary<br/> <ul style="list-style-type: none"> <li>• Extracurricular activities</li> </ul> </p> <p>Grammar<br/> <ul style="list-style-type: none"> <li>• the verb “ir” (to go) (<b>application assignments</b>)</li> </ul> </p> <p>Culture:<br/> <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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**First Semester**



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



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

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| <p><b>TEKS</b><br/>Interpersonal Communication:<br/><i>Speaking and writing.</i><br/><b>Ch2A</b> - 1.A, 1.B, 1.E<br/><b>Ch2B</b> - 1.A, 1.B, 1.D, 1.E<br/><b>Ch3A</b> - 1.A, 1.B, 1.E</p> <p>Interpretive Communication:<br/><i>reading and listening.</i><br/><b>Ch2A</b> - 2.B, 2.C, 2.D<br/><b>Ch2B</b> - 2.A, 2.B<br/><b>Ch3A</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication:<br/><i>speaking and writing.</i><br/><b>Ch2A</b> - 3.A, 3.B<br/><b>Ch2B</b> - 3.A, 3.B<br/><b>Ch3A</b> - 3.B</p> | <p><b>Capítulo 2A - ¿Cómo te preparas?</b><br/><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><br/><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><br/><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><br/>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 (application assignments)</li> </ul> <p><b>Chapter 2B ¿Qué ropa compraste?</b><br/>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><br/><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><br/>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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**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)



# Spanish 2

## Year at a Glance (YAG)

### 2022-2023



(January 25th - Early Release)  
(March 13<sup>th</sup> - 17<sup>th</sup> - Spring Break)

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| <p><b>TEKS</b><br/>Interpersonal Communication:<br/><i>Speaking and writing.</i><br/><b>Ch3B</b> - 1.A, 1.C, 1.D, 1.E<br/><b>Ch4A</b> - 1.A, 1.B, 1.E<br/><b>Ch4B</b> - 1.A, 1.E, 1.F</p> <p>Interpretive Communication:<br/><i>reading and listening.</i><br/><b>Ch3B</b> - 2.A, 2.B, 2.C, 2.D<br/><b>Ch4A</b> - 2.A, 2.B, 2.C<br/><b>Ch4B</b> - 2.B, 2.C, 2.D</p> <p>Presentational Communication:<br/><i>speaking and writing.</i><br/><b>Ch3B</b> - 3.B<br/><b>Ch4A</b> - 3.A, 3.B<br/><b>Ch4B</b> - 3.A, 3.B</p> | <p><b>Capítulo 3B - ¿Qué se va...?</b><br/><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><br/><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><br/><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><br/>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 (<b>application assignments</b>)</li> <li>● present and past progressive</li> <li>● prepositions</li> </ul> <p><b>Chapter 4A ¿Cuándo éramos niños?</b><br/>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><br/><u>Felipe Alou</u> (Grade level)</p> <p><b>Chapter 4B ¿Celebrando los días festivos?</b><br/>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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### Second Semester

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)



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



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| <p><b>TEKS</b><br/>         Interpersonal<br/>         Communication:<br/> <i>Speaking and writing.</i><br/> <b>Ch5A</b> - 1.A, 1.B, 1.E<br/> <b>Ch5B</b> - 1.A, 1.B, 1.C, 1.E, 1.F<br/> <b>Ch6A</b> - 1.A, 1.B, 1.C, 1.E</p> <p>Interpretive<br/>         Communication:<br/> <i>reading and listening.</i><br/> <b>Ch5A</b> - 2.A, 2.B, 2.C<br/> <b>Ch5B</b> - 2.A, 2.B, 2.C, 2.D<br/> <b>Ch6A</b> - 2.A, 2.B, 2.C</p> <p>Presentational<br/>         Communication:<br/> <i>speaking and writing.</i><br/> <b>Ch5A</b> - 3.A, 3.B<br/> <b>Ch5B</b> - 3.A, 3.B<br/> <b>Ch6A</b> - 3.A, 3.B</p> | <p><b>Capítulo 7A - ¿Cómo se hace la paella?</b><br/> <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?<br/>         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?<br/>         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<br/>         (Advanced only)</p> <p>AAPPL testing for Spanish 2</p> |
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