



**First Semester**

1<sup>st</sup> Nine Weeks – 45 days  
(August 12<sup>th</sup> – October 16<sup>th</sup>)  
(September 2<sup>nd</sup> – Labor day – No School)  
(October 11<sup>th</sup> – Teacher Workday)  
(October 14<sup>th</sup> - School Holiday)

**TEKS**  
Interpersonal Communication:  
*Speaking and writing.*  
**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

Interpretive Communication:  
*reading and listening.*  
**ChPE** - 2.B, 2.C  
**Ch1A** - 2.B, 2.C, 2.D  
**Ch1B** - 2.A, 2.B, 2.C

Presentational Communication:  
*speaking and writing.*  
**ChPE** - 3.B  
**Ch1A** - 3.A  
**Ch1B** - 3.A, 3.B

**Para Empezar**  
**Communication Can Do Statement**

- 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.

**Culture Can Do Statement**

- El primer día de clases, print p. 1
- Nationalities, print p. 6
- Enrique Iglesias, print p. 11

**Capítulo 1A - ¿Qué haces en la escuela?**  
**Communication Can Do Statement**

- Listen and read about classes and classroom rules.
- Talk and write about classroom activities and schoolwork.
- Exchange information about what you do in class.

**Culture Can Do Statement**

- 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.

**Capítulo 1B - ¿Qué haces después de las clases?**  
**Communication Can Do Statement**

- Listen and read about students' after-school activities.
- Talk and write about your extracurricular activities.
- Exchange information about what you do after school.

**Culture Can Do Statement**

- 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.

**Resources**  
**Texas Autentico**  
**Para Empezar (Pre-assessment)**  
¿Cómo eres tú?  

- Descriptions
- **Nationalities**
- Emotions
- Talk about what you and other people are like.
- Tell where you and other people are from.

  
 ¿Qué haces?  

- Activities
- Talk about things you and others do
- Talk about how often you do certain things

 Grammar (**application assignments**)  

- ser v estar
- hacer
- adjectives

  
**Chapter 1A ¿Qué haces en la escuela?**  
 Vocabulary  

- Things you do in school
- Technology (basics)

 Grammar (**application assignments**)  

- present tense regular verbs
- Irregular “yo” forms

  
**Chapter 1B ¿Qué haces después de las clases?**  
 Vocabulary  

- Extracurricular activities

 Grammar  

- the verb “ir” (to go) (**application assignments**)

  
 Culture:  

- Hispanic Heritage Month
- 16 de Septiembre “El Grito de Dolores”



**First Semester**

2<sup>nd</sup> Nine Weeks – 42 days  
 (October 17<sup>th</sup> – December 20<sup>th</sup>)  
 (November 25<sup>nd</sup> – 29<sup>th</sup> – Thanksgiving Break)  
 (December 23<sup>rd</sup> – January 3<sup>rd</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</b> - chapters 1 - 7</li> <li><b>Past tense</b> - chapters 8 -15</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)**  
**2024-2025**



<b>Second Semester</b>		
<b>3<sup>rd</sup> Nine Weeks – 41 days</b> (January 7 <sup>th</sup> – March 7 <sup>th</sup> ) <i>(January 6<sup>th</sup> - Teacher Workday)</i> <i>(January 15<sup>th</sup> - Early Release)</i> <i>(January 20<sup>th</sup> – MLK – No School)</i> <i>(February 17<sup>th</sup> - Staff Development)</i> <i>(March 10<sup>th</sup> – 14<sup>th</sup> – Spring Break)</i>		
<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> </ul>	<p><b>Chapter 3B</b> ¿Cómo se va ...?            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</b> ¿Cuándo éramos niños?            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</b> ¿Celebrando los días festivos?            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>



**Spanish 2 GL/ ADV  
Year at a Glance (YAG)  
2024-2025**



- Compare holidays and celebrations in Mexico and the U.S.

**Second Semester**

4<sup>th</sup> Nine Weeks – 46 days  
(March 17<sup>th</sup> - Teacher Workday)  
(April 18<sup>th</sup> – Good Friday – No School)  
(May 2<sup>nd</sup> – Battle of Flowers – No School)  
(April 28<sup>th</sup> – Good Friday – No School)  
(May 22<sup>nd</sup> – Last Day of School - Early release)

**TEKS**  
Interpersonal Communication: *Speaking and writing.*  
**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

Interpretive Communication: *reading and listening.*  
**Ch5A** - 2.A, 2.B, 2.C  
**Ch5B** - 2.A, 2.B, 2.C, 2.D  
**Ch6A** - 2.A, 2.B, 2.C

Presentational Communication: *speaking and writing.*  
**Ch5A** - 3.A, 3.B  
**Ch5B** - 3.A, 3.B  
**Ch6A** - 3.A, 3.B

**Capítulo 7A - Cómo se hace la paella?**  
**Communication Can Do Statement**

- 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.

**Culture Can Do Statement**

- 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.

**Chapter 7A** ¿Cómo se hace la paella?  
Vocabulary  

- the house

Grammar  

- Formal and “nosotros” commands
- Impersonal “se”
- Review verbs w/ irregular “yo” forms

  
**Chapter 7B** ¿Te gusta comer al aire libre?  
Vocabulary  

- Camping and eating outdoors
- food

Grammar  

- Formal Commands
- por & para

  
National Spanish Exam (Advanced only)  
AAPPL testing for Spanish 2