

Quarter 1 (August 16 – October 15)

RESOURCES	MAJOR TOPICS / CONCEPTS		
<p><b>*Para empezar</b> (pg 2-13)  <i>Leveled Vocabulary and Grammar Workbook (1-14)</i></p> <p><b>1 ¿Cómo eres tú?</b></p> <ul style="list-style-type: none"> <li>○ Descriptive Adjectives</li> <li>○ Present Tense Ser <i>and Estar</i>, pg 86</li> </ul> <p><b>2 ¿Qué haces?</b></p> <ul style="list-style-type: none"> <li>○ <i>Present Progressive</i></li> <li>○ Present Tense Regular Verbs</li> </ul> <p><b>*(May add to the leveled vocabulary the Spanish 1 Auténtico 1 required additional vocab)</b></p>	<p style="text-align: center;"><b>Students Will Be Able To:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Parte 1</b></p> <ul style="list-style-type: none"> <li>○ Talk about what you and other people are like</li> <li>○ Tell where you and other people are from</li> <li>○ Ser &amp; Estar Review from Auténtico 1</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Parte 2</b></p> <ul style="list-style-type: none"> <li>○ Talk about things you and people do</li> <li>○ Talk about how often you do certain things</li> </ul> </td> </tr> </table> <p><b>Presentación escrita:</b> Write an autobiographical poem</p>	<p><b>Parte 1</b></p> <ul style="list-style-type: none"> <li>○ Talk about what you and other people are like</li> <li>○ Tell where you and other people are from</li> <li>○ Ser &amp; Estar Review from Auténtico 1</li> </ul>	<p><b>Parte 2</b></p> <ul style="list-style-type: none"> <li>○ Talk about things you and people do</li> <li>○ Talk about how often you do certain things</li> </ul>
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<p><b>Tema 1</b>   Tu día escolar (pg 14-69)  <i>Leveled Vocabulary and Grammar Workbook (15-52)</i></p> <p><b>Capítulo 1A   ¿Qué haces en la escuela?</b>  <b>Vocabulario • Repaso</b>  <i>La escuela (Auténtico 1)</i>  <b>Gramática • Repaso</b>  <i>The verb tener; Verbs with irregular yo forms</i></p> <p><b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ School activities and rules</li> <li>○ Items you need for class</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>○ Stem-changing verbs</li> <li>○ <i>Affirmative &amp; Negative Words</i>, pg 31</li> </ul> <p><b>Capítulo 1B   ¿Qué haces después de las clases?</b>  <b>Vocabulario • Repaso</b>  <i>El tiempo libre</i>  <b>Gramática • Repaso</b>  <i>The verb ir</i></p> <p><b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Extracurricular activities</li> </ul> <p><b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ Making comparisons</li> <li>○ The verbs <i>saber</i> and <i>conocer</i></li> </ul>	<p style="text-align: center;"><b>Students Will Be Able To:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>1A:</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> <li>○ Compare school rules and customs in the Spanish-speaking world and the US</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>1B:</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> <li>○ Understand the difference between schools in the US and Spain</li> </ul> </td> </tr> </table> <p><b>Presentación escrita:</b> Write about your extracurricular activities and why you chose them</p>	<p><b>1A:</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> <li>○ Compare school rules and customs in the Spanish-speaking world and the US</li> </ul>	<p><b>1B:</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> <li>○ Understand the difference between schools in the US and Spain</li> </ul>
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Quarter 2 (October 19 – December 21)

RESOURCES	MAJOR TOPICS / CONCEPTS	
<p><b>Tema 2</b>   Un evento especial (pg 70-125)  <i>Leveled Vocabulary and Grammar Workbook (53-89)</i></p>	<p><b>Students Will Be Able To:</b></p>	
<p><b>Capítulo 2A   ¿Cómo te preparas?</b>  <b>Vocabulario • Repaso</b>  <i>La ropa y el cuerpo (Auténtico 1)</i>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Getting ready for an event</li> <li>○ Daily routines</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>○ Reflexive Verbs</li> <li>○ Possessive Adjectives from Auténtico 1</li> </ul> <p><b>Capítulo 2B   ¿Qué ropa compraste?</b>  <b>Vocabulario • Repaso</b>  <i>¿Quieres ir de compras? (Auténtico 1)</i>  <b>Gramática • Repaso</b>  <i>Cardinal Numbers</i>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Shopping</li> <li>○ Clothing (<i>optional: Vocab reference Auténtico 1, Chapter 7</i>)</li> </ul> <p><b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ Preterite of regular verbs</li> <li>○ Demonstrative Adjectives (<i>recommended for preAP and preIB courses; optional for standard</i>)</li> </ul>	<p><b>2A:</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> <li>○ Compare parties and special events in the Spanish-speaking world with those in the US</li> </ul>	<p><b>2B:</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> <li>○ Compare shopping in Spain and the United States</li> </ul>
<p><b>Tema 3</b>   Tú y tu comunidad (pg 126-181)  <i>Leveled Vocabulary and Grammar Workbook (90-126)</i></p>	<p><b>Students Will Be Able To:</b></p>	
<p><b>Capítulo 3A   ¿Qué hiciste ayer?</b>  <b>Vocabulario • Repaso</b>  <i>Los quehaceres and La ciudad (Auténtico 1)</i>  <b>Gramática • Repaso</b>  <i>Telling time</i>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Running errands around town</li> <li>○ Where people go and what they buy</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>○ Direct object pronouns: <i>lo, la, los, las</i> (<i>teach all of them: me, te and nos</i>)</li> <li>○ Irregular preterite: <i>ir, ser</i> (<i>add : hacer, tener, estar, poder, creer, oír, leer, destruir, venir, poner, traer, decir</i>)</li> </ul>	<p><b>3A</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>○ Identify cultural perspectives in a culturally authentic video about a supermarket</li> <li>○ Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the US</li> </ul>	<p><b>3B</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>○ Compare driving requirements in the Spanish-speaking world and the US</li> </ul>

**Presentación escrita:** Write an email to your friend describing your shopping trip

## SPANISH 2 YAG 2021-2022

<p><b>Capítulo 3B   ¿Cómo se va...?</b>  <b>Vocabulario • Repaso</b>  <i>Las preposiciones y los medios de transporte</i>  <b>Gramática • Repaso</b>  <i>The verbs salir, decir, and venir</i>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Places in a city or town (<b>giving directions</b>)</li> <li>○ Driving and Transportation</li> </ul> <p><b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ Indirect object pronouns: <i>me, te, le, nos, les</i></li> <li>○ Mini-lesson regular affirmative tú commands (<i>recommended for preAP and preIB courses; optional for standard</i>)</li> <li>○ Irregular affirmative tú commands (<i>recommended for all, but not required</i>)</li> </ul>	
	<p><b>Presentación escrita:</b> Give directions to your classmates about a tourist attraction in your city using words such as: <b>cruzar, doblar, seguir, a la izquierda, en la esquina, hasta, caminar, cuadas, calles, deber</b></p>
<h3 style="background-color: #d9ead3; padding: 5px;">Quarter 3 (January 6 – March 10)</h3>	
<h4 style="background-color: #d9ead3; padding: 5px;">RESOURCES</h4>	<h4 style="background-color: #d9ead3; padding: 5px;">MAJOR TOPICS / CONCEPTS</h4>
<p><b>Tema 4   Recuerdos del pasado</b> (pg 182-235)  <i>Leveled Vocabulary and Grammar Workbook (127-160)</i></p>	<p><b><u>Students Will Be Able To:</u></b></p>
<p><b>Capítulo 4A   Cuando éramos niños</b>  <b>Vocabulario • Repaso</b>  <i>Una celebración</i>  <b>Gramática • Mini-lesson</b>          Double object pronouns (recommended for preAP and preIB classes)  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Toys/Playing with other children</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>○ The imperfect tense: regular verbs</li> <li>○ The imperfect tense: irregular verbs</li> <li>○ <b>Preterite vs Imperfect (recommended if time allows it)</b></li> </ul> <p><b>Capítulo 4B   Celebrando los días festivos</b>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Common etiquette</li> <li>○ Holiday celebrations</li> </ul> <p><b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ Preterite and imperfect: describing a situation</li> </ul>	<p><b>4A:</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>○ Understand nursery rhymes, songs, and role of pets in Spanish-speaking countries</li> </ul> <p><b>4B:</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> <li>○ Understand how some Hispanic families celebrate special days and holidays</li> <li>○ Compare holidays and celebrations in Mexico and the US</li> </ul> <p><b>Presentación escrita:</b> Write and email to a friend describing a favorite holiday or celebration from your childhood</p>

Quarter 4 (March 21 – June 2)

RESOURCES	MAJOR TOPICS / CONCEPTS
<p><b>Tema 5</b>   En las noticias (pg 236-289)  <i>Leveled Vocabulary and Grammar Workbook (161-198)</i></p>	<p><b>Students Will Be Able To:</b></p>
<p><b>Capítulo 5A   Un acto heroico</b>  <b>Vocabulario • Repaso</b>  <i>La casa</i>  <b>Gramática • Repaso</b>  <i>Expressions using tener</i>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Natural disasters and crisis situations</li> <li>○ Emergencies, rescues, and heroic acts</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>○ Preterite and imperfect: other uses</li> <li>○ The preterite of the verbs <i>oír, leer, creer, and destruir</i></li> </ul> <p><b>Capítulo 5B   Un accidente</b>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>○ Parts of the body</li> <li>○ Accidents</li> <li>○ What happens in emergency rooms</li> </ul> <p><b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ Irregular preterites: <i>venir, poner, decir, and traer</i></li> </ul>	<p><b>5A:</b></p> <ul style="list-style-type: none"> <li>○ Listen to and read about disasters and rescues</li> <li>○ Talk and write about how things were during your day and about disaster movies</li> <li>○ Exchange information about newsworthy events</li> <li>○ Compare natural disasters in the Spanish-speaking world with those in your community</li> </ul> <p><b>5B:</b></p> <ul style="list-style-type: none"> <li>○ Listen and read about accidents</li> <li>○ Talk and write about injuries and medical treatments</li> <li>○ Exchange information about how someone was injured</li> <li>○ Understand medical services in Spanish-speaking countries</li> <li>○ Compare health services in Spain, Colombia, and your community</li> </ul> <p><b>Presentación escrita:</b> Report an accident you saw outside. Write a summary as documentation for the school.</p>
<p><b>Tema 6</b>   La televisión y el cine (pg 290-343)  <i>Leveled Vocabulary and Grammar Workbook (199-217)</i></p>	<p><b>Students Will Be Able To:</b></p>
<p><b>Capítulo 6A</b>  <b>Gramática:</b></p> <ul style="list-style-type: none"> <li>○ The preterite of <i>-ir</i> stem-changing verbs</li> <li>○ Affirmative and negative words</li> <li>○ Hace que time comparisons (from Capítulo 1B)</li> </ul>	<p><b>6A:</b></p> <ul style="list-style-type: none"> <li>○ Use preterite stem-changing verbs</li> <li>○ Create sentences using affirmative and negative words</li> <li>○ Describe when an activity occurred and how long using <i>hacer + que</i></li> </ul>