

# 1. Spanish 2 Curriculum Guide

Unit	<a href="#">ACTFL standards</a>	Duration	Vocabulary	Grammar	Essential question(s)	Projects or Exams	Objectives / Goals
Para Empezar	Connections Comparisons Communication Communities Culture	2 weeks	<ul style="list-style-type: none"> <li>• ABC</li> <li>• family</li> <li>• # 0-million</li> <li>• Classroom vocab</li> <li>• weather</li> <li>• Body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Regular present tense verbs</li> <li>• Verbs: Ir, ser, estar, and tener</li> <li>• Telling time</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main classroom rules?</li> <li>• ¿Cómo estás?</li> <li>• ¿Cuál es la fecha?</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test of the Para Empezar chapter is a formative assignment for completion. It can be given as a post test as well.</li> </ul>	Refresh the basics from each chapter learned last year. This will be brief and mostly refreshed through speaking activities and friendly competition.
Chapter 5A/5B	Connections Comparisons Communication Communities Culture	3 weeks	<ul style="list-style-type: none"> <li>• Descriptive words</li> <li>• Restaurant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Venir</li> <li>• Ser</li> <li>• Estar</li> <li>• Be sure that students understand regular -ar, -er, -ir verbs before moving to this chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Cómo es tu familia?</li> <li>• ¿Cómo puedo ordenar en un restaurante?</li> <li>• ¿Cómo puedo describir a alguien?</li> <li>• ¿Qué significa Día de los Muertos?</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking project with role play as a waiter or waitress and the customer.</li> <li>• Describe Disney or other characters. This can be used as both a writing and speaking activity, as well as a game.</li> <li>• Day of the dead project -usually skull painting</li> <li>• Exam 5A</li> <li>• Exam 5B</li> </ul>	<p>Listen to, read, and write information about restaurants meals and service.</p> <p>Exchange information while describing physical features of family members.</p> <p>Understanding cultural perspectives on meals and mealtimes in the Spanish-speaking world.</p> <p>Discuss and emulate traditions of Day of the Dead - Mexican Holiday.</p>
Chapter 6A/6B	Connections Comparisons Communication Communities	3 weeks each	<ul style="list-style-type: none"> <li>• La casa</li> <li>• Colors</li> <li>• Chores</li> <li>• Common</li> </ul>	<ul style="list-style-type: none"> <li>• Describe location of things</li> <li>• Stem changers</li> </ul>	<p>¿Qué hay en mi dormitorio?</p> <p>¿Cuáles son los quehaceres necesarios para mantener la</p>	El dormitorio de mis sueños (commands - this can be formative or summative, I usually do a bigger formative, such as a partner skit).	<p>Listen to and read descriptions of bedrooms and colors</p> <p>Talk and write about your room</p> <p>Survey classmates about their</p>

	Culture		bedroom items	(esp: poder & dormir) <ul style="list-style-type: none"> <li>• Present progressive</li> <li>• Tú commands</li> <li>• Comparisons</li> <li>• Superlatives</li> </ul>	casa? ¿Cómo puedo decirle a alguien que necesita hacer algo? ¿Qué estás haciendo?	6a test 6b test Pick one: a dream house (labeled items and colored) drawing or a dream bedroom (labeled and colored) project. Sentences can be incorporated as deemed necessary.	bedrooms and compare theirs to your room Discuss and possibly make a Luminaria (If time allows). This is a Mexican Christmas decoration.
Chapter 7A/7B	Connections Comparisons Communication Communities Culture	3 weeks each	<ul style="list-style-type: none"> <li>• Community</li> <li>• Stores</li> <li>• Shopping</li> <li>• Clothing</li> <li>• This, that, these, and those</li> </ul>	<ul style="list-style-type: none"> <li>• Stem changers</li> <li>• Intro to preterite ar (car, gar, zar)</li> <li>• Ir / ser</li> <li>• Direct Object Pronouns</li> </ul>	¿Qué hizo en el pasado? ¿A dónde fue? ¿Qué hay en la comunidad? ¿Cómo puedo simplificar mis oraciones con direct object pronouns?	Fashion show or shopping script/skit Speaking partner activity or presentation - getting from one place to another in a town or store to store in the mall (giving directions). 7a test 7 b test	DOP will have to be presented in multiple different ways with quite a bit of practice. Preterite will also take a while and will be presented in different ways. This chapter may require a lot of “drills” and differentiated assignments. Around this time (at the end of 6B or 7A, depending on the year) is usually where midterms come along. It does change every year, a midterm review will be given.
Chapter 8A/8B	Connections Comparisons Communication Communities Culture	4-5 weeks	<ul style="list-style-type: none"> <li>• Vacation</li> <li>• Transportati on (can be skipped as this comes up later, or</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite er ir verbs</li> <li>• Dar</li> <li>• Haer</li> <li>• DOP</li> </ul>	¿Viajar por el mundo puede afectar sus pensamientos sobre varias culturas? ¿Qué puedo hacer para ayudar a mi comunidad?	Vacaciones Presentation. This is a summative assessment. Students will create a slideshow with visuals that show either an imaginary or actual vacation he/she and others experienced.	The DOP portion of the test is tweaked every year, be sure to look over it and make it applicable for the year’s learners. If time allows, the students may

			<p>given as a preview of what is to come)</p> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Volunteer work</li> </ul>		<p>¿A dónde fuiste y qué hiciste?</p> <p>¿Qué significa el “Ojo de Dios”?</p>	<p>Describe a Community service project you have completed in the community. This can also be imaginary or real. (formative presentation).</p> <p>8B test</p>	<p>create an “Ojo de Dios”. This is a weaving project with yarn and popsicle sticks. It is a craft/symbol from Peru.</p>
Chapter 9A/9B	<p>Connections</p> <p>Comparisons</p> <p>Communication</p> <p>Communities</p> <p>Culture</p>	<p>3-4 weeks</p>	<ul style="list-style-type: none"> <li>• Tv shows</li> <li>• Movies</li> <li>• Expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense saber and conocer</li> <li>• Comparisons</li> </ul>	<p>¿Cuál es tu película/programa favorito/a?</p> <p>¿Cuáles son las formas de media que les gustan más?</p>	<p>Create an advertisement for new technology (time permitting)</p> <p>FORMATIVE: TV guide assignment (asking questions about a tv programs / Streaming media series for that night), changes every year.</p> <p>9a test</p> <p>9b test</p>	<p>Students are able to relate to their favorite forms of media. They will discuss popular films or tv shows at the time that can really engage the students.</p>

**\*\*\*DURATION OF UNITS CAN VARY FROM YEAR TO YEAR. THE DURATION IS JUST A ESTIMATE OF ABOUT HOW LONG THE UNITS WILL TAKE.. WHATEVER IS NOT COVERED IN SPANISH 2 SHOULD BE COVERED IN SPANISH 3, THEREFORE COMMUNICATED between SEÑORA CARTER and SEÑORA MUELLER\*\*\***