

SPANISH 2 OL YAG

	First Six Weeks		Second Six Weeks		Third Six Weeks		Fourth Six Weeks		Fifth Six Weeks			Sixth Six Weeks	
Assessment Considerations			Writing CBA 1 Sept 24-28		Speaking CBA 1 Nov. 12-15	Listening/ Reading CBA 1 Dec. 18-21				Writing CBA 2 Feb. 25-28		Speaking CBA 2 April 2-5	Listening/ Reading CBA 2 May 20-23
Essential Unit of Study	PE - ¿Quién soy yo?	1A - ¿Qué haces en la escuela?	1B - ¿Qué haces después de escuela?	2A - ¿Cómo te preparas?	2B - ¿Qué ropa compraste?	3A - ¿Qué hiciste ayer?	3B - ¿Cómo se va?	4A - Cuando éramos niños	4B - Celebrando los días festivos	5A - Un acto heroico	5B - Un accidente	7A - ¿Cómo se hace la paella?	7B - ¿Te gusta comer al aire libre?
Structure	adjective agreement the verb ser present tense question words	Stem-changing verbs Affirmative and negative words	Making comparisons The verb saber and conocer	Getting ready for an event Daily routines	All Preterite verbs Demonstrative adjectives Using adjectives as a noun	D.O.P's: me, te, nos Irregular affirmative: tú commands Continue using the preterite	D.O.P's: affirmative: tú commands Continue using the preterite	All of the Imperfect	Comparing the Preterite and Imperfect	Preterite and imperfect: other uses	Continue using the preterite vs Imperfect	Negative tú commands	Usted and ustedes commands Uses of <i>por</i>
Vocabulary	Describing people asking for information nationalities	Classroom items Activities rules	Extracurricular activities	Reflexive verbs Ser and estar Possessive Adjectives	Shopping Clothing	Errands around town Where people go and what they buy	Places in a city or town Driving and transportation	Toys Playing with other children	Common etiquette Holiday celebrations	Natural disasters & crisis situations Heroic rescues	Parts of the body Accidents What happens in the E.R.	In the kitchen: Cooking, recipes and directions.	Camping and cookouts Foods

TEKS

(1) Interpersonal communication: speaking and writing.

The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

114.40 1A: ask and respond to questions about everyday life with simple elaboration in spoken and written conversation; 114.40 1B: express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation; 114.40 1C: ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation; 114.40 1D: articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; 114.40 1E: interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and 114.40 1F: interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening.

The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

114.40 2A: demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; 114.40 2B: identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; 114.40 2C: infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and 114.40 2D: identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

114.40 3A: express and support an opinion or preference orally and in writing with supporting statements; 114.40 3B: describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

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