



**Spanish 2**  
**Year at a Glance (YAG)**  
**2021-2022**



**First Semester**

**1<sup>st</sup> Nine Weeks – 40 days**  
 (August 19<sup>th</sup> – October 15<sup>th</sup>)  
 (September 2<sup>nd</sup> – Labor day – No School)  
 (October 14<sup>th</sup> – Staff Development)

<p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i>  <b>ChPE</b> - 1.A, 1.E, 1.F  <b>Ch1A</b> - 1.A, 1.B, 1.C, 1.D, 1.E, 1.F  <b>Ch1B</b> - 1.A, 1.B, 1.D, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>ChPE</b> - 2.B, 2.C  <b>Ch1A</b> - 2.B, 2.C, 2.D  <b>Ch1B</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>ChPE</b> - 3.B  <b>Ch1A</b> - 3.A  <b>Ch1B</b> - 3.A, 3.B</p>	<p><b>Para Empezar</b></p> <p><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></p> <p><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></p> <p><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></p> <p>Ch. 1A - Video to learn what students can do to prepare for their return to school, print pp. 38–39</p> <p>Ch. 1B - Video to see how parents can help their children through high school, 66–67</p>
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**Spanish 2**  
**Year at a Glance (YAG)**  
**2021-2022**



**First Semester**

2<sup>nd</sup> Nine Weeks – 43 days  
 (October 16<sup>th</sup> – December 20<sup>th</sup>)  
 (November 25<sup>th</sup> – 29<sup>th</sup> – Thanksgiving Break)  
 (December 23<sup>rd</sup> – January 3<sup>rd</sup> – Holiday Break)

<p><b>TEKS</b></p> <p>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>Resources</b></p> <p>Book - Robo en la noche</p> <p>Ch. 2A - Video to see a parade of Panamanian polleras, print pp. 94–95.</p> <p>El grito video,      Informational reading:      Comparing independence in USA and Mexico</p> <p>Ch. 2B - Video to learn how to keep your clothes looking new longer, print pp. 122–123</p> <p>Ch. 3A - Video about a neighborhood supermarket in Spain with a different business model, print pp. 150–151</p>
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**Spanish 2**  
**Year at a Glance (YAG)**  
**2021-2022**



**Second Semester**

3<sup>rd</sup> Nine Weeks – 45 days  
 (January 6<sup>th</sup> – March 17<sup>th</sup>)  
 (January 20<sup>th</sup> – MLK – No School)  
 (March 9<sup>th</sup> – 13<sup>th</sup> – Spring Break)

<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.</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> <li>Compare holidays and celebrations in Mexico and the U.S.</li> </ul>	<p><b>Resources</b>          Book - Piratas II</p> <p>Ch. 3B - Audio about cycling as a means of transportation in Latin America and the Caribbean, print pp. 178–179</p> <p>Ch. 4A - Text about how to have family fun without electronics, print pp. 206–207.</p> <p>Ch. 4B - Video about how carnival is celebrated in Uruguay's interior, print pp. 232–233.</p>
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**Spanish 2**  
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**2021-2022**



**Second Semester**

4<sup>th</sup> Nine Weeks – 45 days

(March 18<sup>th</sup> – May 21<sup>st</sup>)

(April 10<sup>th</sup> – Good Friday – No School)

(April 24<sup>th</sup> – Battle of Flowers – No School)

(May 25<sup>th</sup> – Memorial Day – No School)

<p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i>  <b>Ch5A</b> - 1.A, 1.B, 1.E  <b>Ch5B</b> - 1.A, 1.B, 1.C, 1.E, 1.F  <b>Ch6A</b> - 1.A, 1.B, 1.C, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i>  <b>Ch5A</b> - 2.A, 2.B, 2.C  <b>Ch5B</b> - 2.A, 2.B, 2.C, 2.D  <b>Ch6A</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i>  <b>Ch5A</b> - 3.A, 3.B  <b>Ch5B</b> - 3.A, 3.B  <b>Ch6A</b> - 3.A, 3.B</p>	<p><b>Capítulo 5A - Un acto heroico</b>  <b>Communication Can Do Statement</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> </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 dog's act of heroism.</li> <li>Understand volcano names and legends that are related to them.</li> <li>Compare natural disasters in the Spanish-speaking world with those in your community.</li> </ul> <p><b>Capítulo 5B - Un accidente</b>  <b>Communication Can Do Statement</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> </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 donating blood.</li> <li>Understand emergency medical services in Spanish-speaking countries.</li> <li>Compare health services in Spain, Colombia, and your community.</li> </ul> <p><b>Capítulo 6A - ¿Viste el partido en la televisión?</b>  <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen to and read about TV shows and sporting events.</li> <li>Talk and write about a TV show and your emotions.</li> <li>Exchange information about your reaction to a TV program.</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Understand television programming on Spanish-language channels.</li> <li>Compare the popularity of game shows and reality shows in Spain and the U.S.</li> <li>Identify cultural practices in an authentic video about a new sport.</li> </ul>	<p><b>Resources</b></p> <p>Book - Felipe Alou</p> <p>Ch. 5A - Video about how a furry companion became a hero, print pp. 260–261.</p> <p>Ch. 5B - Video about reasons to donate blood, print pp. 286–287.</p> <p>Ch. 6A - Video about a new sport that is popular in Argentina and the world.</p>
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