

Spanish 2 Standard
Spanish 2 Honors

Curriculum

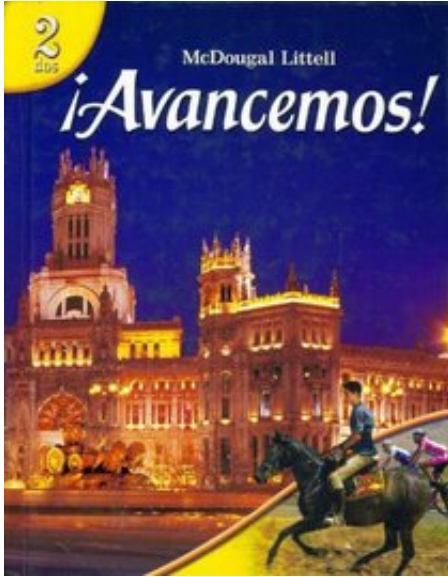
Arlington High School
Arlington Community Schools
(updated July 2014)

Overview

Students in Spanish 2 continue their voyage of discovery as they further explore the language and the culture of the peoples who speak this modern world language. Students continue to develop their ability to understand spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include self, school, daily routines, shopping, community, cooking, and travel. In other words, they learn how, when, and why to say what to whom. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied.

Materials

1. ¡Avancemos! Level 2 Textbook and Ancillaries



2. ¡Avancemos! Level 2 Student Workbook
3. ¡Avancemos! Level 2 Ancillaries
4. *(FOR HONORS ONLY)* Amsco Workbook: Second Year



Nassi/Levy Workbook in Spanish: Two Years
(Stephen L. Levy & Robert J. Nassi) - Student Edition

Quantity in Cart



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Standards

National Goals of Foreign Language Education: Level 1

Tennessee Goals of Foreign Language Education: Level 1

Goal One: Communication- Communicate in Languages Other Than English

- *Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*
- *Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.*
- *Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

Goal Two: Cultures- Gain Knowledge and Understanding of Other Cultures

- *Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.*
- *Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.*

Goal Three: Connections- Connect with Other Disciplines and Acquire Information

- *Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.*
- *Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.*

Goal Four: Comparisons- Develop Insight into the Nature of Language and Culture

- *Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.*
- *Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*

Goal Five: Communities- Participate in Multilingual Communities at Home and Global Societies

- *Standard 5.1: Students use the language both within and beyond the school setting.*
- *Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.*

Topics Checklist

Vocabulary

*Based off of vocabulary provided in textbook.

- ___ Clothes and Shopping Vocabulary
- ___ Body Part and Daily Routines Vocabulary
- ___ Going on a trip Vocabulary
- ___ On vacation Vocabulary
- ___ Sports and Health Vocabulary
- ___ At the market Vocabulary
- ___ Family and relationship Vocabulary
- ___ Preparing and Describing Food Vocabulary
- ___ Ordering meals at a restaurant Vocabulary
- ___ Career and professions Vocabulary

Grammatical Concepts

*Items in italics are review from Spanish 1.

- ___ *Definite and Indefinite Articles*
- ___ *Subject Pronouns*
- ___ *SER*
- ___ *GUSTAR with Infinitives*
- ___ *GUSTAR with Nouns*
- ___ *Present Tense of Regular Verbs*
- ___ *Stem-Changers (E-IE, E-I, O-UE, U-UE)*
- ___ Irregular Verbs (IR, SER, ESTAR, TENER, HACER)
- ___ Irregular YO Forms
- ___ CONOCER vs. SABER
- ___ Pronouns after Prepositions
- ___ SER vs. ESTAR
- ___ Present Progressive
- ___ Reflexive Verbs
- ___ Direct Object Pronouns
- ___ Indirect Object Pronouns
- ___ Preterite of –AR Verbs
- ___ Preterite of –ER Verbs
- ___ Preterite of –IR Verbs
- ___ Preterite of -IR Stem-Changing Verbs
- ___ Preterite of –CAR/-GAR/-ZAR Verbs
- ___ Preterite of IR, SER, HACER, VER, DAR
- ___ Preterite of ESTAR, PODER, PONER, SABER, TENER

- ___ Preterite of VENIR, QUERER, DECIR, TRAER, HABER
- ___ Demonstrative Adjectives
- ___ Demonstrative Pronouns
- ___ Imperfect of Regular Verbs
- ___ Imperfect of IR, SER, VER
- ___ Preterite vs. Imperfect
- ___ Hacer + time + preterite
- ___ Comparatives
- ___ Superlatives
- ___ Affirmative Tú Commands
- ___ Negative Tú Commands
- ___ Usted Commands
- ___ Ustedes Commands
- ___ Future

Honors Vocabulary Additions

- ___ Amsco Thematic List #1: Personal Identification
- ___ Amsco Thematic List #2: House and Home
- ___ Amsco Thematic List #3: Community, Neighborhood, Physical Environment
- ___ Amsco Thematic List #4: Meals, Food, Drinks
- ___ Amsco Thematic List #5: Health and Well-Being
- ___ Amsco Thematic List #6: Education
- ___ Amsco Thematic List #7: Trades and Professions
- ___ Amsco Thematic List #8: Leisure
- ___ Amsco Thematic List #9: Public and Private Services
- ___ Amsco Thematic List #10: Shopping
- ___ Amsco Thematic List #11: Travel and Transportation
- ___ Amsco Thematic List #12: Current Events

Suggested Pacing Guide

Week	Coordinating Chapter	Material Covered	Honors Addendum (Thematic Vocabulary)
1	LP	<ul style="list-style-type: none"> Definite/Indefinite Articles Subject Pronouns SER 	<ul style="list-style-type: none"> Y1 List #1 Personal Identification
2	LP	<ul style="list-style-type: none"> Adjective Agreement TENER <ul style="list-style-type: none"> descriptions/hair and eyes 	<ul style="list-style-type: none"> Y2 List #1 Personal Identification (B)
3	LP	<ul style="list-style-type: none"> GUSTAR <ul style="list-style-type: none"> with infinitives and nouns 	<ul style="list-style-type: none"> List of common verbs (-AR, -ER, -IR regulars and irregulars) Y1 List #10 Public and Private Services <i>Amsco pages 3-42</i>
4	LP	<ul style="list-style-type: none"> Present Tense <ul style="list-style-type: none"> Regulars Stem-Changers E-IE and E-I 	
5	LP	<ul style="list-style-type: none"> Present Tense <ul style="list-style-type: none"> Stem-Changers O-UE and U-UE Irregulars (IR, SER, ESTAR, TENER, HACER) 	
6	U3L1	<ul style="list-style-type: none"> Clothes and Shopping Vocabulary Present Tense <ul style="list-style-type: none"> Irregular YO forms 	
7	U3L1	<ul style="list-style-type: none"> CONOCER vs. SABER Pronouns after prepositions 	<ul style="list-style-type: none"> Y1 List #12 Shopping Y2 List #10 Shopping (A,B,C)
8	LP	<ul style="list-style-type: none"> SER vs. ESTAR 	<ul style="list-style-type: none"> Y2 List #1 Personal Identification (B: char.,C) Y2 List #6 Education <i>Amsco pages 129-138</i>
9	LP	<ul style="list-style-type: none"> SER vs. ESTAR (continued) 	
10	U2L2	<ul style="list-style-type: none"> Present Progressive 	<ul style="list-style-type: none"> Y2 List #9 Public and Private Services <i>Amsco pages 113-119</i>
11	U2L2	<ul style="list-style-type: none"> Body Part/Daily Routines Vocabulary Reflexive Verbs in the Present Tense 	<ul style="list-style-type: none"> Y2 List #5 Health and Well-Being
12	U2L2	<ul style="list-style-type: none"> Reflexive Verbs (continued) 	
13	U1L1	<ul style="list-style-type: none"> Going on a trip Vocabulary IR Direct Object Pronouns 	<ul style="list-style-type: none"> Y1 List #13 Travel Y2 List #11

14	U1L1	<ul style="list-style-type: none"> • Direct Object Pronouns (continued) • Indirect Object Pronouns 	Travel and Transportation
15	U1L2	<ul style="list-style-type: none"> • On vacation Vocabulary • Preterite of –AR Verbs 	<ul style="list-style-type: none"> • Y2 List #8 Leisure
16	U1L2 and U2L1	<ul style="list-style-type: none"> • Preterite of –AR Verbs (continued) • Preterite of –ER/-IR Verbs 	<ul style="list-style-type: none"> • <i>Amsco pages 55-63</i>
17	U2L1	<ul style="list-style-type: none"> • Sports and Health Vocabulary • Preterite or –ER/-IR Verbs (continued) <ul style="list-style-type: none"> ◦ Negation, Questions 	<ul style="list-style-type: none"> • Adverbs (-mente): <i>Amsco pages 318-327</i>
18	U2L1	<ul style="list-style-type: none"> • Demonstrative Adjectives • Demonstrative Pronouns 	<ul style="list-style-type: none"> • <i>Amsco pages 265-273</i>
19	U3L2	<ul style="list-style-type: none"> • At the market Vocabulary • Review of Preterite • Preterite of –IR Stem Changing Verbs 	<ul style="list-style-type: none"> • Y2 List #4 Meals, Food, Drinks • Y2 List #3 Community, Neighborhood, Physical Environment (A)
20	U4L2	<ul style="list-style-type: none"> • Preterite of –CAR, –GAR, –ZAR Verbs • Hacer + time + preterite 	
21	U1L2	<ul style="list-style-type: none"> • Preterite of IR, SER, HACER, VER, DAR 	
22	U3L2	<ul style="list-style-type: none"> • Preterite of ESTAR, PODER, PONER, SABER, TENER 	<ul style="list-style-type: none"> • <i>Amsco pages 55-77</i>
23	U4L2	<ul style="list-style-type: none"> • Preterite of VENIR, QUERER, DECIR, TRAER • Preterite of HABER 	<ul style="list-style-type: none"> • Interrogatives: <i>Amsco pages 328-336</i>
24	U4L1	<ul style="list-style-type: none"> • Imperfect • Imperfect of IR, SER, VER 	<ul style="list-style-type: none"> • <i>Amsco pages 78-88</i>
25	U4L1	<ul style="list-style-type: none"> • Preterite vs. Imperfect 	<ul style="list-style-type: none"> • <i>Amsco pages 89-95</i>
26	U4L1	<ul style="list-style-type: none"> • Preterite vs. Imperfect (continued) 	<ul style="list-style-type: none"> • Cardinal and Ordinal Numbers: <i>Amsco pages 294-307</i>
27	U7L2	<ul style="list-style-type: none"> • Family and Relationships Vocabulary • Comparatives • Superlatives 	<ul style="list-style-type: none"> • Y2 List #1 Personal Identification (A) • <i>Amsco pages 284-293</i>
28	U6L1	<ul style="list-style-type: none"> • Preparing & Describing Food Vocabulary • Affirmative Tú Commands • Negative Tú Commands 	<ul style="list-style-type: none"> • Y2 List #2 House and Home • <i>Amsco pages 43-54</i>
29	U6L1	<ul style="list-style-type: none"> • Negative Tú Commands (continued) 	<ul style="list-style-type: none"> • Negation: <i>Amsco pages 190-197</i>
30	U5L1	<ul style="list-style-type: none"> • Ordering meals at a restaurant Vocabulary • Usted/Ustedes Commands 	

31	U8L2	<ul style="list-style-type: none"> • Career and Professions Vocabulary • Future 	<ul style="list-style-type: none"> • Y2 List #7 Trades and Professions
32	U8L2	<ul style="list-style-type: none"> • Future of SABER, HABER, PODER, QUERER, PONER, SALIR, TENER, VENIR, DECIR, HACER 	<ul style="list-style-type: none"> • <i>Amsco pages 96-103</i>
33	FLEX TIME		
34	Optional Material:		
35	<ul style="list-style-type: none"> • Past Participles/Present Perfect (Amsco pages 121-124) • Culture (Amsco pages 387-427) • Common Verbal Expressions (Amsco pages 175-189) • Prepositions (Amsco pages 234-252) • Spanish Word Study: Word Building/Synonyms and Antonyms (Amsco pages 339-356) 		
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