

## Spanish 2 Scope and Sequence – Fall Semester

Idea Control (Evidence of Use)    Partial Control (~50% Accuracy)    Full Control (+80% Accuracy)

	<b>Unit 1 – House and Chores</b>	<b>Unit 2 – Clothing and Shopping</b>	<b>Unit 3 – Vacation and Travel</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>House (e.g. rooms, furniture, appliances)</li> <li>Chores</li> <li>Activities (S)</li> <li>Hobbies (S)</li> <li><i>Tener que</i> + infinitive</li> <li><i>hay que</i> + infinitive</li> <li>Stem changing verbs in context</li> <li><i>Tú</i> commands in context</li> <li>Irregular affirmative <i>tú</i> commands</li> <li>Comparisons (<i>más que/menos que</i>) (S)</li> </ul>	<ul style="list-style-type: none"> <li>Clothing</li> <li>Shopping</li> <li>Cardinal numbers 1,001-1,000,000</li> <li>Comparative adjectives</li> <li>Superlative adjectives</li> <li>Demonstrative adjectives</li> <li>Affirmative/Negative expressions</li> <li>Direct object pronouns (<i>lo, la, los, las</i>)</li> <li>Stem changing verbs in context</li> <li>Preterite verbs (<i>-ar/-er/-ir</i>) in context</li> </ul>	<ul style="list-style-type: none"> <li>Modes of Transportation</li> <li>Animals</li> <li>Places (e.g. museums, monuments)</li> <li>Saber and conocer</li> <li>Verbs requiring indirect object pronouns (e.g. <i>gustar, encantar, fascinar</i>)</li> <li><i>Ir + a</i> +place in context. (S)</li> <li>Military time (S)</li> </ul>
<p><b>Terminology</b> Words students may need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> <li>Imperative Mood</li> <li>Irregular Verb Conjugation</li> <li>Present Indicative</li> <li>Present Progressive</li> <li>Gerund</li> <li>Verb Mood</li> </ul>	<ul style="list-style-type: none"> <li>Direct Object</li> <li>Object</li> <li>Preterite Tense</li> </ul>	<ul style="list-style-type: none"> <li>Indirect Object</li> <li>Indirect Object Pronouns</li> <li>Loan Word</li> <li>Simple Future</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li><b>tú commands (affirmative and negative)</b></li> <li><b>present progressive tense</b></li> <li><b>irregular gerunds</b></li> <li><b>use of <i>tener que</i> + infinitive</b></li> <li><b>use of <i>hay que</i> + infinitive</b></li> <li><b>irregular verb conjugation</b></li> <li><b>present tense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>direct object pronouns (<i>lo, la, los, las</i>)</b></li> <li><b>affirmative and negative expressions</b></li> <li><b>preterite regular verbs (<i>-ar/-er/-ir</i>)</b></li> <li><b>present indicative tense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>indirect object pronouns</b></li> <li><b>preterite, regular verbs (<i>-ar/-er/-ir</i>) (S)</b></li> <li><b>preterite, irregular verbs (<i>-car/-gar/-zar</i>)</b></li> <li><b><i>ir + a</i> +infinitive, preterite tense (S)</b></li> <li><b><i>ir + a</i> + place, preterite tense (S)</b></li> <li><b><i>ir + a</i> +infinitive, present tense (S)</b></li> <li><b><i>ir + a</i> +place, present tense (S)</b></li> </ul>
<p><b>Culture</b></p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in <a href="#">Unit Resource Documents</a>.</p>		
<p><b>Interpretive and Presentational Strategies</b></p>	<p>A variety of strategies for interpretive and presentational communication are spread across this year's units. It is <b>NOT</b> expected that they are taught in certain units, but as reminders of what we can teach our students to help them be better communicators as their language skills develop.</p>		

## Spanish 2 Scope and Sequence – Spring Semester

Idea Control (Evidence of Use)   Partial Control (~50% Accuracy)   Full Control (+80% Accuracy)

	<b>Unit 4 – Let's go out!</b>	<b>Unit 5 – Around Town</b>	<b>Unit 6 – When I was little.</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Daily Routines</li> <li>• Body Parts</li> <li>• Invitations (accepting and rejecting)</li> <li>• Preterite in context (e.g. went/saw/did)</li> <li>• <i>Hace</i> + time expressions</li> <li>• Reflexive verbs</li> <li>• Reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Places in a city</li> <li>• Locations in school and around town (<b>S</b>)</li> <li>• Errands and shopping</li> <li>• Directions</li> <li>• tú commands (<b>S</b>)</li> <li>• Verbs that require indirect object pronouns</li> <li>• Impersonal expressions with <i>se</i> (e.g. ¿Cómo se dice..?)</li> <li>• Direct object pronouns (<i>me, te, nos, os</i>)</li> <li>• <i>Hace</i> + time expressions (<b>S</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Childhood activities and events</li> </ul>
<p><b>Terminology</b> Words students may need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> <li>• Preterite Tense</li> <li>• Reflexive Verbs</li> <li>• Reflexive Pronouns</li> </ul>		<ul style="list-style-type: none"> <li>• Imperfect Tense</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li>• <b>conjugation of irregular verbs in the preterite (went, saw, did)</b></li> <li>• <b>reflexive forms in the present</b></li> <li>• <b>reflexive forms in the preterite</b></li> <li>• <b>use of reflexive pronouns</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>direct objects (<i>me, te, nos, os</i>)</b></li> <li>• <b>impersonal expressions (<i>se</i>)</b></li> <li>• <b>indirect object pronouns (<b>S</b>)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>imperfect verb forms</b></li> <li>• <b>imperfect vs. preterite</b></li> <li>• <b>preterite, irregular verbs</b></li> <li>• <b>preterite, regular verbs</b></li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see the individual units in <a href="#">Bridge to Curriculum</a> .		
<p><b>Interpretive and Presentational Strategies</b></p>	A variety of strategies for interpretive and presentational communication are spread across this year's units. It is <b>NOT</b> expected that they are taught in certain units, but as reminders of what we can teach our students to help them be better communicators as their language skills develop.		