

Grand Prairie ISD Spanish II Curriculum Document

First Nine Weeks

Strand	Unit	TEKS	Student Expectation Learning Targets	Units of study
Interpersonal communication: speaking and writing	Repaso Getting to know each other	2.1A	Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. I can exchange personal information. I can introduce people. I can exchange greeting. I can exchange farewells. I can talk about likes and dislikes. I can write questions. I can obtain information.	Greetings and farewell vocabulary. Interrogative Words. Likes and dislikes Me gusta... (activities)
Presentational	Describing people and places	2.3B	Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can describe myself to others. I can describe people. I can describe places.	Nouns, articles and adjectives. The verbs Ser and Estar The verb Tener Family vocabulary
Interpretive	Describing people and places	2.2B	Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. I can sometimes understand short, simple descriptions with the help of pictures or graphs.	Nouns, articles and adjectives.
Interpersonal	Talk about myself, family and friends	2.1E	Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. I can have a simple conversation about myself. I can have a simple conversation about my family. I can have a simple conversation about others.	Family vocabulary Adjectives Verbs Ser, Estar and tener

Interpersonal	Talk about myself, family and friends	2.1F	Interact and react in writing using culturally appropriate expressions, register, and style. I can write about myself. I can write about my family. I can write about my friends.	Family vocabulary Adjectives Verbs Ser, Estar and tener
Interpretive	Talk about myself, family and friends	2.2A	Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. I can understand messages in which the writer tells or asks me about myself, family and others. I can understand questions and simple statements about myself, family and others.	Family vocabulary Adjectives Verbs Ser, Estar and tener
Interpretive	Capítulo 1 School Life	2.2A	Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. I can listen and read about classes. I can listen and understand the classroom rules.	Vocabulary School Life and Rules. Auténtico Page 40 Activities Verbs
Interpersonal	Capítulo 1 School Life	2.1A	Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. I can talk about school objects and school supplies. I can talk and write about classroom activities and school work. I can talk about extracurricular activities.	Vocabulary School Life and Rules. Auténtico Page 40 Activities Verbs
Interpretive	Capítulo 1 School Life	2.2D	Identify cultural practices from authentic print, digital, audio, and audiovisual materials. I can identify cultural practices in school settings in different countries. I can compare school rules and customs in the Spanish speaking word and the U.S.	Vocabulary School Life and Rules. Auténtico Page 40 Activities Verbs

Presentational	Capítulo 1 School Life	2.3B	Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can talk and write about classroom activities and school work. I can talk about extracurricular activities.	Vocabulary School Life and Rules. Auténtico Page 40 Activities Verbs
Interpretive	Extracurricular Activities	2.2B	Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. I can listen and read about student's after-school activities. I can exchange information about after school activities.	Vocabulary extracurricular Activities. Auténtico Page 68 Subject Pronouns Present Tense verbs Present Tense Stem-changing Verbs
Interpersonal	Capitulo 1B Extracurricular Activities	1B	Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. I can talk and write about extracurricular activities.	Vocabulary extracurricular Activities. Auténtico Page 68 Subject pronouns Present Tense verbs Present Tense Stem-changing Verbs
Interpretive	Capitulo 1B Extracurricular Activities	2.2D	Identify cultural practices from authentic print, digital, audio, and audiovisual materials. I can understand differences between schools in the U.S and Latin America. I can compare extracurricular activities, sports, and dance in the U.S and Latin America.	Vocabulary extracurricular Activities. Auténtico Page 68 Subject pronouns Present Tense verbs Present Tense Stem-changing Verbs

Grand Prairie ISD Spanish II Can Do Statements

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Unit	Student Expectation Learning Targets
Back to School Getting to know each other	<ul style="list-style-type: none">• I can exchange simple information about myself.• I can introduce people.• I can exchange greeting.• I can exchange farewells.• I can talk about likes and dislikes.• I can ask questions.
Describing people and places	<ul style="list-style-type: none">• I can describe myself to others.• I can describe people.• I can describe places.
School Life	<ul style="list-style-type: none">• I can exchange information about classes.• I can exchange information about the classroom rules.• I can exchange information about school objects and school supplies.• I can exchange information about classroom activities.• I can exchange information about extracurricular activities.• I can identify cultural practices in school settings in different countries.• I can compare school rules and customs in the Spanish speaking word and the U.S.