

Spanish II Scope and Sequence – Fall Semester

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

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

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

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