

## SPANISH 2A

Credits: 0.5

### COURSE OVERVIEW AND GOALS

#### [Getting Started/Best Practices Template](#)

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Spanish 2A, you'll be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. You'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. You'll also describe daily personal routines and schedules, household chores and family responsibilities. Finally, you'll discuss different types of cuisine, dining establishments, and dining etiquette. You'll build on what you learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Prerequisite courses: Spanish 1

Foundational skills: general literacy and communication skills needed for all high school online courses, a basic knowledge of parts of speech, and a basic understanding of world geography

### Course Map

You will achieve the course learning objectives by completing each lesson's instruction, assignments, and assessments. A course map details how the materials in this course meet the learning objectives. For those states (or the national version) where Quality Matters (QM) certification is in effect, a detailed course map is linked below.

❖ [National](#)

❖ [Texas](#)

Note: Not all states require or recognize QM certification. Course maps are provided only for states or the national version where QM certification is applicable.

By the end of this course, you will be able to do the following:

- ❖ Apply correct agreement of adjectives with nouns in number and gender.
- ❖ Apply present tense conjugations of regular, irregular, and spelling-changing verbs in descriptive contexts.
- ❖ Construct questions using interrogative words, tag questions, negation, and inversion.
- ❖ Integrate conjunctions, adverbs of frequency, time expressions, and TENER idioms to create cohesive descriptions.
- ❖ Apply preterite and imperfect tenses to narrate past events and experiences.
- ❖ Construct comparisons of equality and inequality and superlatives to describe people, places, and things.
- ❖ Apply direct and indirect object pronouns in written and spoken communication.
- ❖ Apply demonstrative adjectives and pronouns to specify people, places, and objects.
- ❖ Formulate affirmative and negative commands in formal and informal registers.
- ❖ Apply reflexive verbs and pronouns to describe daily routines and personal activities.
- ❖ Distinguish between the uses of saber and conocer in present tense contexts.
- ❖ Apply IR + A + INFINITIVO construction and verbs of necessity to describe future plans and obligations.
- ❖ Apply the subjunctive mood to express desires, recommendations, and hypothetical situations.

## COURSE COMPONENTS AND GRADING RUBRIC

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight*
<b>Pretest.</b> <i>A pretest is an optional assessment, typically designed for credit recovery. If a student shows mastery of a lesson objective, the student may be automatically exempted from the upcoming activities associated with the mastered objective. Pretests are not included as a component of the student's final grade.</i>	5	0%
<b>Module.</b> <i>Each module in this course contains an interactive tutorial or study and an associated mastery test. Tutorials and studies combine instruction and practice to prepare students for the mastery test, which is a computer-scored lesson-level summative assessment. The module score comes from a student's score on the mastery test.</i>	20	20%
<b>Discussion.</b> <i>A discussion activity is an opportunity for students to collaborate with their peers. An online threaded discussion mirrors the educational experience of a classroom discussion initiated when a teacher asks a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others allowing for higher-order thinking about terminal objectives.</i>	5	10%
<b>Lesson Activity.</b>	17	15%
<b>Unit Activity.</b> <i>A Unit Activity is at the end of a unit and constitutes one or more small tasks. Its purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	5	15%
<b>Posttest.</b> <i>A posttest appears at the end of each unit.</i>	5	20%
<b>End-of-Semester Test.</b> <i>An end-of-semester test (EOS) appears at the end of each course.</i>	1	20%
<b>Total</b>	<b>58</b>	<b>100%</b>

Weight\* Teachers may manually adjust these weights if desired, per district grading requirements.

## SCOPE AND SEQUENCE

## UNIT 1: BACK TO SCHOOL

In this unit, you will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Then, you will ask and answer questions about teachers, classmates, school, and things and places around town. Next, you will share personal information like nationalities and interests. Finally, you will describe a summer holiday in the recent past and the activities enjoyed.

Activity	Activity Objective
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>Review the Course Syllabus at the beginning of the course.</li> </ul>
<b>New Faces, New Places</b>	<ul style="list-style-type: none"> <li>Recognize vocabulary used to describe classes, teachers, friends at school, and school supplies.</li> <li>Recognize that adjectives agree in number and gender with the nouns they describe.</li> <li>Review the present tense form of regular and irregular verbs.</li> <li>Review definite and indefinite articles.</li> <li>Use new and learned vocabulary in different real-world situations.</li> <li>Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>At School and Around Town</b>	<ul style="list-style-type: none"> <li>Recognize vocabulary used to describe school, teachers, classmates, and things around town.</li> <li>Recognize interrogative words and question formation, including tag questions, negation, and inversion.</li> <li>Review verbs commonly used in formal and informal questions.</li> <li>Use new and learned vocabulary in different real-world situations.</li> <li>Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Exchanging Personal Information</b>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to write descriptions of people.</li> <li>• Identify adjectives used to describe personal characteristics.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Last Summer</b>	<ul style="list-style-type: none"> <li>• Use preterite tense to describe past events.</li> <li>• Use time-ordered words and phrases used to describe past events.</li> </ul>
<b>Unit Activity: Back to School</b>	<ul style="list-style-type: none"> <li>• Review words and phrases used to ask questions and describe people, places, and past events.</li> <li>• Use the preterite tense to write about a past experience.</li> <li>• Compare schools in the United States to schools in Guatemala.</li> </ul>

## UNIT 2: LIFESTYLES

In this unit, you will discuss lifestyles in terms of clothing and housing preferences, and shopping and managing money. Then, you will describe and compare different styles of dressing, current or modern and traditional. Next, you will express opinions about different kinds of housing and neighborhoods. Finally, you will learn about online shopping and different currencies and exchange rates.

Activity	Activity Objective
<b>Ways of Dressing</b>	<ul style="list-style-type: none"> <li>Recognize vocabulary used to describe different types of clothing, both traditional and modern.</li> <li>Identify verbs related to shopping.</li> <li>Use comparisons of equality and inequality and superlatives to describe clothing.</li> <li>Use new and learned vocabulary in different real-world situations.</li> <li>Investigate the culture and customs of other countries and compare them to your own.</li> <li>Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Living Arrangements</b>	<ul style="list-style-type: none"> <li>In this lesson, you will:               <ul style="list-style-type: none"> <li>Use verbs to express likes and dislikes. Identify the correct use of indirect object pronouns.</li> <li>Identify vocabulary used to describe rooms in a house and household items.</li> </ul> </li> </ul>
<b>Browsing and Buying</b>	<ul style="list-style-type: none"> <li>In this lesson, you will:               <ul style="list-style-type: none"> <li>Recognize vocabulary used to describe shopping.</li> <li>Use the correct forms of present tense verbs to describe a shopping experience. Identify present and past tense verbs used to describe shopping.</li> <li>Review the usage of direct object pronouns.</li> </ul> </li> <li>Use new and learned vocabulary in different real-world situations.</li> <li>Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Exchanging Money</b>	<ul style="list-style-type: none"> <li>• In this lesson, you will:               <ul style="list-style-type: none"> <li>Identify numbers up to 1.000.000. Identify ordinal numbers. Review question words. Use vocabulary related to currency and shopping to answer questions.</li> </ul> </li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Unit Activity: Lifestyles</b>	<ul style="list-style-type: none"> <li>• Review words and phrases used to describe lifestyles.</li> <li>• Express likes and dislikes.</li> <li>• Compare cultures of other countries to your own.</li> <li>• Use vocabulary related to clothing, currency, and housing to write descriptions.</li> </ul>

## UNIT 3: RELATIONSHIPS

In this unit, you will describe the relationships between family members and friends, students and teachers, and between employees and employers. Then, you will describe community celebrations and relationships with community members. Finally, you will discuss online communities, their advantages and disadvantages.

Activity	Activity Objective
<b>Friends and Family</b>	<ul style="list-style-type: none"> <li>• Identify vocabulary used to describe relationships between family members and friends.</li> <li>• Identify the correct use of demonstrative adjectives.</li> <li>• Identify the correct use of adverbs of frequency.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>School and Work Associates</b>	<ul style="list-style-type: none"> <li>• Identify vocabulary used to describe school and work.</li> <li>• Recognize the use of the preterite and the imperfect to describe past actions.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Community Customs</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe relationships among members of a community and community celebrations.</li> <li>• Recognize patterns for informal and formal affirmative commands.</li> <li>• Identify the correct use of saber and conocer in present tense.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Online Communities</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe online relationships and communication.</li> <li>• Identify negative formal commands.</li> <li>• Use imperative sentences to describe an activity.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Unit Activity: Relationships</b>	<ul style="list-style-type: none"> <li>• Review words and phrases used to describe relationships.</li> <li>• Use vocabulary related to relationships, celebrations, and online communities to write descriptions.</li> </ul>

## UNIT 4: MANAGING LIFE

In this unit, you will describe daily personal routines and schedules. Then, you will describe some household chores and family responsibilities. Next, you will be aware of the laws of a country and of a community. Finally, you will handle personal finances and banking.

Activity	Activity Objective
<b>Day Planner</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe daily personal routines and activities.</li> <li>• Use reflexive pronouns and verbs in present tense to write descriptions of daily activities.</li> <li>• Review how to tell time.</li> <li>• Identify the correct use of TENER idioms.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Managing Chores</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe household and family responsibilities.</li> <li>• Identify the correct use of conjunctions to link ideas.</li> <li>• Use frequency words and phrases to answer questions related to household responsibilities.</li> <li>• Identify the correct use of the construction IR + A + INFINITIVO.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>In the Community</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe responsibilities and obligations to the community.</li> <li>• Use of verbs of necessity to write descriptions.</li> <li>• Use affirmative and negative vocabulary to write descriptions of places.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Managing Money</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe personal finances and banking.</li> <li>• Identify the correct use of adverbs to describe situations related to banking.</li> <li>• Use the subjunctive mood to write descriptions related to money.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Unit Activity: Managing Life</b>	<ul style="list-style-type: none"> <li>Review words and phrases used to describe managing life.</li> <li>Use vocabulary related to household responsibilities, daily activities, and managing money to write descriptions.</li> </ul>

## UNIT 5: TYPES OF CUISINE

In this unit, you will learn about types of cuisine, dining establishments, and dining etiquette. First, you will discuss types of foods and ways to prepare different dishes, including recipes and the metric system of measurement used in cooking. Then, you will learn about kinds of foods like ethnic dishes and street food, and peoples' attitudes towards different cuisines. Next, you will describe different dining establishments like food courts, fast food restaurants, and fine-dining, and the experience of dining out and the dining etiquette expected at different establishments. Finally, you will describe what goes into running a restaurant, such as hiring and training people, advertising, good service, and good-tasting and quality food.

Activity	Activity Objective
<b>Preparing Food</b>	<ul style="list-style-type: none"> <li>Recognize vocabulary used to describe ways of preparing food, including recipes and units of measurement.</li> <li>Review the use of the affirmative formal and informal imperative.</li> <li>Review the use of negative forms of commands.</li> <li>Review the use of direct and indirect object pronouns.</li> <li>Review the use of demonstrative pronouns.</li> <li>Use new and learned vocabulary in different real-world situations.</li> <li>Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Trying New Foods</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe ethnic foods and street food.</li> <li>• Identify the use of comparatives and superlatives.</li> <li>• Review the conjugations of spelling-changing verbs in the preterite tense for the YO.</li> <li>• Identify the correct conjugations of verbs in the preterite tense.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Investigate the culture and customs of other countries and compare them to your own.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>
<b>Dining Out</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe various dining establishments and the experience of dining out.</li> <li>• Identify the correct use of the subjunctive mood.</li> </ul>
<b>Running a Restaurant</b>	<ul style="list-style-type: none"> <li>• Recognize vocabulary used to describe activities related to working in or running a restaurant.</li> <li>• Identify commands related to working in a restaurant.</li> <li>• Use new and learned vocabulary in different real-world situations.</li> <li>• Practice reading, writing, and listening skills to communicate meaningfully in a new language.</li> </ul>

Activity	Activity Objective
<b>Unit Activity: Types of Cuisine</b>	<ul style="list-style-type: none"><li>• Review words and phrases used to describe types of cuisine and restaurants.</li><li>• Use vocabulary related to restaurants and food to compare different dining establishments.</li><li>• Compare the cuisine of other countries to your own.</li><li>• Use vocabulary related to restaurants and food to describe an experience at a Spanish restaurant.</li></ul>