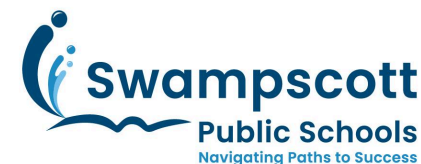


Spanish 2



Course Description: Students build on their skills through activities designed to develop listening, speaking, reading, and writing proficiency. This course provides opportunities for students to advance their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational). Vocabulary and grammar are taught in context and through comprehensible input. Students will continue to examine the cultures, customs, traditions and music of the Spanish speaking world. This course is designed for the novice high-intermediate low learner.

[Link to DESE Curriculum Guide in English for other languages](#) [click here for translations](#)

Unit	Timeframe	Goals	Major Learning Experiences
Unit 1: NUEVOS AMIGOS	September-October	Students will learn to communicate about personal identity in Spanish by describing their own physical appearance and personality traits using simple sentences. They will practice interpretive reading skills by identifying the main idea and elements in descriptive texts about different people, while developing the interpersonal skills needed to request and provide personal information using a mix of practiced and original questions. Additionally, students will engage in cultural comparison by analyzing how individuals express their unique identities within their own and other cultures.	Students will present self portraits depicting their own heritage and culture to their classmates. Students will explore the cultural traditions of <i>El Día de los Muertos</i> by comparing and contrasting the Mexican celebration with Halloween. To immerse themselves in the holiday, students will participate in a cultural showcase featuring authentic Spanish-speaking world cuisines and beverages, engage in traditional games, and create authentic crafts, such as <i>papel picado</i> and <i>calaveritas</i>.

Unit 2: ¿QUÉ TE DUELE?	November-December	Students will learn to navigate conversations about health and well-being in Spanish by identifying the main topic and key details in short informational and fictional texts. They will practice the interpersonal skills required to request, provide, and exchange information about physical and mental health by creating simple sentences and asking appropriate follow-up questions. Additionally, students will learn to express personal opinions on wellness habits, and offer health recommendations to others.	Students will create a poster with six or more suggestions for students to manage health issues, prompted by the principal's concern over student absences. Students will read the novel <i>Fiesta Fatal</i> to explore the cultural traditions of a <i>quinceañera</i> in the Spanish-speaking world while developing proficiency in the past tense. Through integrated reading comprehension, oral communication, and targeted writing activities, students will deepen both their linguistic skills and cultural understanding.
Unit 3: ¿QUÉ TAL TU DÍA?	January-February	Students will learn to communicate about daily routines in Spanish by describing their own everyday habits and engaging in interpersonal conversations to ask and answer questions about others' routines. They will master interpretive reading and listening skills by extracting key details such as specific activities, locations, times, and sequential order from blogs, audio tracks, and fictional texts. Additionally, students will develop intercultural competence by reading Spanish blogs to identify, compare, and contrast the unique daily life and routines in Spain with their own.	Students will use daily routine vocabulary to describe their own daily life. Students will compare and contrast their daily lives with the lives of teenagers in Spanish speaking countries.
Home – School Connection		In mid-February and early March, students will engage with contemporary culture by analyzing and voting on popular songs from Latin America and Spain in a national music competition. We follow Señor Ashby's national competition. Brackets, playlists, etc can be found on his site:	

		https://www.senorashby.com/locura-de-marzo-2026.html It is a great opportunity for students to connect to language learning through music!	
Unit 4: ME FUI DE VACACIONES	March-April	Students will learn to navigate the logistics of travel in Spanish by identifying key information in itineraries, brochures, commercials, and transportation schedules. They will talk about travel preferences and discuss past travel experiences. Additionally, students will develop practical reading, writing, and interpersonal skills by requesting directions and schedules, creating a packing list, drafting a simple trip itinerary, and writing brief reviews for lodging, restaurants, or tourist attractions.	Students will research a Spanish speaking country and create a travel itinerary to describe their 5 day visit in detail including places they will visit, weather, clothing, currency, foods eaten there, etc..
Unit 5: BIOGRAFÍAS	May-June	Students will learn to analyze and discuss the world of art in Spanish by presenting basic information about a famous person's life and describing important milestones in the biography of renowned Spanish and Latin American painters. They will practice interpretive reading skills by understanding short biographical texts and answering comprehension questions about them. Additionally, students will learn how to differentiate between the preterite and imperfect tenses to accurately recount past events, while also acquiring the specialized vocabulary needed to name, describe, and interpret a famous artist's painting.	Students will read about famous Spanish and Latin Americans, and they identify important events in their life. Students will write a biographical profile on an artist of their choice for a museum visit.
Home - School Connection		Juegos en la plaza (Games in the Square) At the end of the school year, students will collaborate on a project focused on traditional outdoor games from Spanish-speaking countries. They will research a specific game and draft a comprehensive set of instructions in Spanish. To conclude the project, each group will present their games and lead the rest of the class in playing the game outside.	