

## SPANISH LEVEL 2: Auténtico, Book 2

Unit/ Tema	Chapter Name	Communication Objective	Grammar Objective	Culture Objective	Timeline
Para Empezar	¿Cómo eres?	<ul style="list-style-type: none"> <li>Talk about what you and other people like</li> <li>Tell where you and other people are from</li> </ul> <p><b>Vocabulary:</b> Descriptive adjectives of nationality</p>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adjective agreement</li> <li>The present tense of the verb <i>ser</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the first day of class in Spanish -speaking countries</li> <li>Read and write about Enrique Iglesias and his songs</li> <li>Read and write about Hispanic population in the United States</li> <li>Nationalities</li> </ul>	
	¿Qué haces?	<ul style="list-style-type: none"> <li>Talk about things you and other people do</li> <li>Talk about how often you do certain things</li> </ul> <p><b>Vocabulary:</b> common verbs; question words; seasons; adverbs of time</p>	<ul style="list-style-type: none"> <li>Common Verbs</li> <li>Present tense of regular verbs</li> <li>Adverbs of time</li> <li>Question Words</li> </ul>	<ul style="list-style-type: none"> <li>Latin Grammy Awards Ceremony</li> </ul>	
Tema 1: Tu día escolar	Capítulo 1A ¿Qué haces en la escuela?	<ul style="list-style-type: none"> <li>Listen and read about classes and classroom rules</li> <li>Talk and write about classroom activities and schoolwork</li> <li>Exchange information about what you do in class</li> <li>Compare school rules and customs in the Spanish-speaking world and the U.S.</li> </ul> <p><b>Vocabulary:</b> school activities and rules; classroom objects</p>	<ul style="list-style-type: none"> <li>The verb <i>tener</i></li> <li>Verbs with the irregular yo forms</li> <li>Stem-changing verbs</li> <li>Affirmative and negative words</li> </ul>	<ul style="list-style-type: none"> <li>Diego Rivera</li> <li>José Martí</li> <li>Las notas</li> <li>¿Más estrictos?</li> <li>Revistas para jóvenes</li> <li>Un nuevo escudo de armas</li> </ul>	
Tema 1: Tu día escolar	Capítulo 1B ¿Qué haces después de las clases?	<ul style="list-style-type: none"> <li>Listen and read about students' after school activities</li> <li>Exchange information about what you do after school</li> <li>Exchange information about what you do in class</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons</li> <li><i>Saber</i> and <i>conocer</i></li> <li><i>Hace</i> + time expressions</li> <li>The verb <i>ir</i></li> </ul>	<ul style="list-style-type: none"> <li>Antonio Berni</li> <li>Las actividades extracurriculares</li> <li>Los deportes más populares</li> <li>Alberto Pancorbo</li> <li>Celia Cruz</li> <li>¡A bailar!</li> </ul>	

<p>Tema 2: Un evento especial</p>	<p>Capítulo 2A ¿Cómo te preparas?</p>	<p><b>Vocabulary:</b> common verbs; question words; seasons; adverbs of time</p> <ul style="list-style-type: none"> <li>• Listen and read about daily routines</li> <li>• Talk and write about your daily routine and getting ready for a special event</li> <li>• Exchange information about your typical morning routine</li> <li>• Identify cultural practices viewed in a culturally authentic video about a specific Panamanian celebration</li> <li>• Understand why <i>ponchos</i> are worn in the Andes</li> <li>• Compare parties and special events in the Spanish-speaking world with those in the U.S</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive Verbs</li> <li>• <i>Ser</i> and <i>estar</i></li> <li>• Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• El ballet</li> <li>• Diego Rivera</li> <li>• La ropa de fiesta</li> <li>• La familia y los eventos especiales</li> <li>• Los grandes teatros</li> <li>• Cómo hacer un pancho</li> </ul>	
<p>Tema 2: Un evento especial</p>	<p>Capítulo 2B: ¿Qué ropa compraste?</p>	<p><b>Vocabulary:</b> daily routines; clothing</p> <ul style="list-style-type: none"> <li>• Listen and read about clothing people bought</li> <li>• Talk and write about shopping trips</li> <li>• Exchange information about when and where you bought what you are wearing</li> <li>• Identify cultural practices viewed in culturally authentic video about how to take care of your clothes</li> <li>• Understand <i>la parranda</i> in Spanish-speaking countries</li> <li>• compare shopping in Spain and the United States</li> </ul> <p><b>Vocabulary:</b> Shopping/fashion shopping; clothing</p>	<ul style="list-style-type: none"> <li>• Preterite of regular verbs</li> <li>• Demonstrative adjectives</li> <li>• Using Adjectives as nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Infanta Margarita</li> <li>• Diego Velázquez</li> <li>• ¡No sé que talla uso!</li> <li>• Narciso Rodríguez</li> <li>• La parranda</li> </ul>	
<p>Tema 3: Tú y tu comunidad</p>	<p>Capítulo 3A:</p>	<ul style="list-style-type: none"> <li>• Listen and read about where people went, what they did, and what they received as gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Direct object pronouns: <i>lo, la, los, las</i></li> </ul>	<ul style="list-style-type: none"> <li>• Buenos Aires</li> <li>• Julio Alpuy</li> <li>• El Palacio De Correos</li> <li>• Las farmacias</li> </ul>	

	<p>¿Qué hiciste ayer?</p> <ul style="list-style-type: none"> <li>• Talk and write about whether you fulfilled certain obligations and what you bought in the past</li> <li>• Identify cultural perspective a cultural authentic video about a supermarket</li> <li>• Understand the popularity of open-air markets in the Spanish-speaking world</li> <li>• Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S.</li> </ul> <p><b>Vocabulary:</b> places around town; errands</p>	<ul style="list-style-type: none"> <li>• Preterite forms of <i>ir, ser, hacer, tener, estar, poder</i> 1st</li> </ul>	<ul style="list-style-type: none"> <li>• Los barrios</li> <li>• Los sellos, la tradición y la comunidad</li> <li>• Intercambio cultural</li> <li>• Los mercados al aire libre</li> </ul>
<p>Tema 3: Tú y tu comunidad</p>	<p>Cápítulo 3B: ¿Cómo se va...?</p> <ul style="list-style-type: none"> <li>• Listen and read about driving advice</li> <li>• Talk and write about giving directions and driving</li> <li>• Identify cultural perspectives in an authentic audio about using bicycles as a means of transportations.</li> <li>• Understand the importance of one's neighborhood in Spanish-speaking communities.</li> <li>• Compare driving requirements in the Spanish speaking world and the US.</li> </ul> <p><b>Vocabulary:</b> driving; asking for and giving directions; good driving habits</p>	<ul style="list-style-type: none"> <li>• Direct object pronouns: <i>me, te, nos</i></li> <li>• Irregular affirmative <i>tú</i> commands</li> <li>• Present progressive</li> <li>• Irregular forms</li> </ul>	<ul style="list-style-type: none"> <li>• Diego Rivera</li> <li>• La Plaza Mayor</li> <li>• El metro de la Ciudad de México</li> <li>• Permiso de manejar</li> <li>• La Carretera Panamericana</li> <li>• El barrio</li> </ul>
<p>Tema 4: Recuerdos del pasado</p>	<p>Cápítulo 4A: Cuando éramos niños</p> <ul style="list-style-type: none"> <li>• Listen and read about favorite childhood toys and elementary school experience</li> </ul>	<ul style="list-style-type: none"> <li>• The imperfect tense of regular verbs</li> <li>• Imperfect form of <i>ir, ser, and ver</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pablo Picasso</li> <li>• Las mascotas</li> <li>• Las guarderías</li> <li>• Juguetes mayas</li> <li>• Fransisco de Goya</li> </ul>

		<ul style="list-style-type: none"> <li>• Talk and write about what you were like as a child and your experience in elementary school</li> <li>• Identify key details in an authentic text about family activities</li> <li>• Understand nursery rhymes, songs, and the roles of pets in Spanish-speaking countries</li> </ul> <p><b>Vocabulary:</b> toys; games; childhood activities</p>	<ul style="list-style-type: none"> <li>• Indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Canciones infantiles</li> </ul>
<p>Tema 4: Recuerdos del pasado</p>	<p>Cápítulo 4B: Celebrando los días festivos</p>	<ul style="list-style-type: none"> <li>• Listen and read about family traditions</li> <li>• Talk and write about how your family used to celebrate holidays and your best birthday</li> <li>• Exchange information about where, with whom, and how you used to celebrate holidays as a child</li> <li>• Understand how Hispanic families celebrate special days and holidays</li> <li>• Identify cultural practices in an authentic video about <i>carnaval</i> celebrations</li> <li>• Compare holidays and celebrations in Mexico and the U.S.</li> </ul> <p><b>Vocabulary:</b> describing family members and holiday celebrations</p>	<ul style="list-style-type: none"> <li>• Preterite and imperfect</li> <li>• Describing a situation</li> <li>• Reciprocal actions</li> </ul>	<ul style="list-style-type: none"> <li>• Antonio M. Ruiz</li> <li>• Euskadi</li> <li>• El Día de la Raza</li> <li>• El Día de los Muertos</li> <li>• La ceremonia del lazo</li> <li>• El carnaval</li> <li>• El seis de enero-Celebration of the Three Kings</li> </ul>
<p>Tema 5: En las noticias</p>	<p>Cápítulo 5A: Un acto heroico</p>	<ul style="list-style-type: none"> <li>• Listen to and read about disasters and rescues</li> <li>• Talk and write about how things were during your day and about disaster movies</li> <li>• Exchange information about newsworthy events</li> <li>• Identify cultural practices viewed in a culturally authentic video about a</li> </ul>	<ul style="list-style-type: none"> <li>• Other uses of the preterite and imperfect</li> <li>• The preterite of the verbs <i>oir, leer, creer, and destruir</i></li> </ul>	<ul style="list-style-type: none"> <li>• Zulia Gotay de Anderson</li> <li>• Los bomberos chilenos</li> <li>• Los volcanes</li> <li>• En caso de terremoto</li> <li>• Las leyendas-the volcanoes</li> </ul>

dog's act of heroism

- Understand volcano names and legends that are related to them
- Compare natural disasters in the Spanish-speaking world with those in your community

**Vocabulary:** emergencies; crises; rescues; heroic acts