

**Spanish II Curriculum Pacing Guide**

**Montgomery County Public Schools**

**1<sup>st</sup> – 4<sup>th</sup> Quarters**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpersonal Communication</b></p> <p>SII.1 The student will exchange spoken and written information and ideas in Spanish.</p> <p>1. Give and follow basic instructions.</p> <p>2. Ask and answer questions and provide responses about oneself, others, and the immediate environment, such as exchanges concerning people, things, events, feelings, plans emotions, and geographic direction and location.</p>	<p>1. Basic instructions and directions are presented throughout the text. Classroom directions are on p. T68 and commands are re-introduced in capítulo 1.</p> <p>2. Each chapter of <i>Exprésate II</i> focuses on person-to-person communication through questioning techniques. Specific information about people and things are presented in capítulo 1, directions and locations are in capítulos 2 and 3, and places are in capítulo 3.</p>	<ul style="list-style-type: none"> <li>• Video DVD/VHS*</li> <li>• Audio CD*</li> <li>• Cuaderno de vocabulario y gramática*</li> <li>• Flashcards</li> <li>• Student dialogues</li>   <li>• Student performance dialogues</li> <li>• City projects</li> </ul> <p>(*All teachers should have these ancillary materials)</p>	<p>This pacing is divided by QUARTERS</p> <p><b>1<sup>st</sup> quarter</b></p> <ul style="list-style-type: none"> <li>• Regular verbs in the present indicative</li> <li>• Stem changing verbs in the present indicative</li> <li>• Irregular “yo” form verbs in the present indicative</li> <li>• “gustar”</li> <li>• Noun/adjective agreement</li> <li>• Simple future with “ir a infinitivo” constructions</li> <li>• Affirmative “tu” commands</li> <li>• Ser and estar</li> <li>• Direct object pronouns</li> </ul> <p><b>2<sup>nd</sup> quarter</b></p> <ul style="list-style-type: none"> <li>• Negative “tu” commands</li> <li>• Indirect object pronouns</li> <li>• Expressions followed by infinitives</li> <li>• Reflexive verbs in the present indicative</li> </ul> <p><b>3<sup>rd</sup> quarter</b></p> <ul style="list-style-type: none"> <li>• Preterite</li> <li>• Saber vs. conocer</li> <li>• Present progressive</li> </ul>

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<p><b>Interpersonal Communication</b></p> <p>SII.2 The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.</p> <p>1. Participate in brief oral and written exchanges that reflect present, past, and future time.</p> <p>2. Use nonverbal communication and paraphrasing to convey and comprehend messages.</p>	<p>1. Throughout the text. The following grammatical structures are presented in these chapters:</p> <ul style="list-style-type: none"> <li>• Present tense (capítulo 1 and expanded upon in subsequent chapters)</li> <li>• Simple future (capítulo 1)</li> <li>• Past tense (introduces in capítulo 2 and built upon in all subsequent chapters)</li> </ul> <p>2. Throughout text. It is the teacher’s responsibility to point out nonverbal behaviors in order to help students understand language.</p>	<ul style="list-style-type: none"> <li>• Appropriate ancillary material</li> <li>• Situational picture cards where students write a description of what they see and then discuss with a partner</li> </ul>	<p><b>4<sup>th</sup> quarter</b></p> <ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Negative expressions</li> <li>• Ud. And uds. Commands</li> <li>• Possessive pronouns</li> <li>• Hacer...que</li> <li>• Pero vs. sino</li> </ul>

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<p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>SII.3 The student will understand basic spoken and written Spanish presented through a variety of media.</p> <p>1. Identify some details and key words when listening to and reading.</p> <p>2. Understand culturally authentic materials, such as announcements, messages, and advertisements in familiar contexts.</p> <p>3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.</p>	<p>1. Each chapter of <u>Exprésate II</u> includes a <i>Leamos y Escribimos</i> section which helps students with reading comprehension. Each chapter also has a <i>Novela en video</i> section where students can watch an excerpt of a movie and follow along with the script in the text.</p> <p>2. Throughout text. Items such as maps, schedules, recipes, and flyers can be found throughout the chapters. The <i>Novela</i> with the dialogue also reinforces listening and reading skills.</p> <p>3. Throughout text. More specifically, a receta is included in each chapter and commands for giving and following instructions are introduced in capítulo 1.</p>	<ul style="list-style-type: none"> <li>• Appropriate ancillary materials</li> <li>• <i>Easy Spanish Reader</i></li> <li>• <i>Cuentos Simpáticos</i></li> <li>• <i>Cuéntame</i></li> <li>• Poems</li> <li>• Song lyrics/audio music</li>   <li>• Lazarillo de Tormes</li>   <li>• Magazines</li> <li>• Spotlight of the Month</li>   <li>• Cookbook in Spanish</li> <li>• En la cocina</li> </ul>	

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<p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>SII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.</p> <p>1. Differentiate among increasingly complex types of statements, questions, and exclamations.</p> <p>2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.</p>	<p>1. Throughout text. Applied in <i>Leamos</i> and <i>Novela</i> sections. The teacher will also model appropriate use of target language.</p> <p>2. Teacher’s responsibility to demonstrate and to make students aware of these subtleties as they proceed through text using the audio and video ancillaries in each chapter.</p>	<ul style="list-style-type: none"> <li>• Appropriate ancillary materials</li> <li>• <i>Leyendas Mexicanas</i></li> <li>• <i>Cuéntame</i></li> <li>• Legends</li> </ul> <ul style="list-style-type: none"> <li>• Appropriate ancillary materials, specifically those that are audio/visual.</li> </ul>	

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<p><b>Presentational Communication: Speaking and Writing</b></p> <p>SII.5 The student will present in Spanish information orally and in writing, combining learned and original language in connected simple sentences and paragraphs.</p> <p>1. Relate in some detail the main ideas from level-appropriate print or non-print authentic materials.</p> <p>2. Present information, using structures that reflect present, past, and future time.</p> <p>3. Demonstrate attention to accurate intonation and pronunciation.</p> <p>4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</p>	<p>1. Throughout text. Each chapter provides students many opportunities to present information in oral and written format. Some specific examples are found in the following chapters:</p> <ul style="list-style-type: none"> <li>• Capítulo 2 –Writing focuses on clarifying ideas</li> <li>• Capítulo 3-video deals with gathering information</li> <li>• Capítulo 4 Writing deals with providing details</li> </ul> <p>2. Each chapter in the text ends with a <i>taller del escritor</i> where students can practice writing.</p> <ul style="list-style-type: none"> <li>• Present tense-capítulo 1</li> <li>• Simple Future-capítulo 1</li> <li>• Past tense-introduced in capítulo 2 and expanded on in all subsequent chapters.</li> </ul> <p>3. Teacher’s responsibility to model correct pronunciation and intonation.</p> <p>4. Text vocabulary</p>	<ul style="list-style-type: none"> <li>• Ancillary materials</li> <li>• Poems</li> <li>• Odes</li> </ul> <ul style="list-style-type: none"> <li>• <i>Luna, Luna</i> (to give writing ideas and prompts)</li> </ul>	

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<p><b>Presentational Communication: Speaking and Writing</b></p> <p>SII.6 The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs that reflect Spanish culture.</p> <p>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</p> <p>2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.</p>	<p>1. Teacher should model this in daily presentations and instruction to students.</p> <p>2. Teacher should incorporate text, workbooks, videos, and CDs.</p>	<ul style="list-style-type: none"><li>Ancillary materials</li></ul>	

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<p><b>Cultural Perspectives, Practices, and Products</b></p> <p>SII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.</p> <p>1. Participate in authentic or simulated cultural activities, such as family gatherings holiday celebrations, and community events.</p> <p>2. Identify and discuss patterns of behavior typically associated with the target cultures, such as those relating to business practices, customs, and family dynamics.</p> <p>3. Explore the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.</p>	<p>1. Each chapter of the text provides students with a <i>cultura</i> section where they can learn about activities that pertain to a variety of topics including family and celebrations.</p> <p>2. Each chapter in <u>Exprésate II</u> focuses on a particular city in a Spanish speaking country (with the exception of Miami and El Paso). Within this focus there is an <i>A conocer...</i> section that highlights information such as business, celebrations, holidays, etc.</p> <p>3. Each chapter includes a <i>Geocultura</i> section that gives information such as maps, major cities, monetary unit, population, government, as well as provides information about historical significance of places and events in the country.</p>	<ul style="list-style-type: none"> <li>• Ancillary materials</li> <li>• Video on Día de los Muertos</li> <li>• Video on Cinco de mayo</li>   <li>• Cities of Interest/Project presentations</li> </ul>	

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<p><b>Making Connections through Language</b>                      SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.</p> <p>1. Give examples of the influence of Spanish and Spanish speaking cultures in other subject areas, such as the use of target-language words in English or the contributions of important individuals from Spanish speaking countries or regions.</p> <p>2. Compare and contrast information acquired in other subject areas to topics discussed in the target-language class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economy and geography of the countries where the target language is spoken.</p>	<p>1. Information can be found in the <i>cultura</i> section in each chapter. It is also the teacher’s responsibility to make connections in every unit and speak specifically to how the target language is both beneficial and used by all.</p> <p>2. Mathematical connections as well as economic / geographical connections can be made throughout the text in each section of <i>a conocer...</i> and the <i>geocultura</i>.</p>	<ul style="list-style-type: none"> <li>Ancillary materials</li> </ul>	



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**Standards of Learning**

**Concepts**

**Resources**

**Pacing**

**Linguistic and Cultural Comparisons**

SII.9 The student will develop a deeper understanding of the English language through study of Spanish.

1. Recognize critical sound distinctions and intonation patterns in Spanish and English and their effect on the communication of meaning.

2. Compare the diverse and unique aspects of vocabulary and structural patterns of Spanish and English.

3. Compare the use of idiomatic expressions in Spanish and English.

1. This information is given throughout the entire text. Each chapter of *Exprésate II* is divided into 2 parts. Each part introduces a vocabulary topic and a grammatical topic. There is a continual focus on language acquisition through the study of grammar in the target language and comparing it to English.

2. Throughout entire text in *vocabulario* and *gramática* sections in each chapter.

3. Throughout text

- Appropriate ancillary materials
- Songs
- Poems

- Palabra del día
- [Guide To Spanish Idioms](#)

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<p><b>Linguistic and Cultural Comparisons</b></p> <p>SII.10 The student will demonstrate understanding of similarities and differences between the cultures studied and the cultures of the United States.</p> <p>1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.</p> <p>2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.</p>	<p>1. Each chapter of the text also includes a <i>Comparaciones</i> section where the following topics are discussed:</p> <ul style="list-style-type: none"> <li>• Idiomas (p. 16)</li> <li>• Profesiones (p. 56)</li> <li>• Vecindarios (p. 96)</li> <li>• Deportes (p. 136)</li> <li>• Fiestas/festivales (p. 176/256)</li> <li>• La niñez y familia (p. 216)</li> <li>• La moda (p. 296)</li> <li>• La clima/geografía (p. 336)</li> <li>• Turismo (p. 376)</li> </ul> <p>2. Information can be found in <i>comparaciones</i>, <i>geocultura</i>, and <i>a conocer</i> sections in the text.</p>	<ul style="list-style-type: none"> <li>• Ancillary materials</li> </ul>	

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<p><b>Interacting in School and Global Communities</b></p> <p>SII.11 The student will apply target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>1. Explain aspects of Spanish cultures discovered through interactions with Spanish speakers, authentic media, and/or technology.</p> <p>2. Reinforce cultural knowledge through the use of Spanish resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge.</p>	<p>1. Throughout text. Specific information also can be found in the <i>geocultura</i> and <i>a conocer</i> sections.</p> <p>2. Throughout the text ideas are presented that will help the teacher locate additional resources in their community.</p>	<ul style="list-style-type: none"> <li>• Ancillary materials</li> <li>• Popular magazines in Spanish</li>   <li>• Local university resources</li> <li>• (Hispanic awareness activities)</li> </ul>	