



# Southmoreland School District Spanish 2 Curriculum Overview

## **Spanish 2 Overview:**

The Level II Spanish course focuses on understanding and speaking the target language. Increased emphasis is placed on the development of more complex grammar and writing skills. Language structures introduced in the first level are reviewed. Exposure to and appreciation of the target language is acquired through the presentation of authentic reading materials.

## **Module Titles:**

- Module 1: Home and chores**
- Module 2: Shopping and clothing preferences**
- Module 3: Daily routine and body parts**
- Module 4: Travel preparations**
- Module 5: Vacation**
- Module 6: Sports and leisure activities**

## **Module Overviews:**

### **Module 1:**

Students will be able to describe and compare homes. Students will be able to compare and contrast homes in the United States with homes in Spain. Students will be able to use irregular verbs when describing their chores. Students will be able to correctly use ser and estar. Students will perform many daily activities in an immersion setting. Students will navigate through different locations using new and old vocabulary. Additional vocabulary will be given to enhance the lesson.

### **Module 2:**

Students will be able to talk about shopping and express preferences and opinions. Students will be able to use irregular verbs and verbs of emotion in everyday conversations that include somewhat complex questions and answers. Students will perform many daily activities in an immersion setting. Students will listen to and describe celebrities' fashions. Additional vocabulary will be given to enhance the lesson. Students will express their preferences and opinions in spontaneous oral presentations. Students will prepare memorized group dialogues. Additional verbs of emotion will be given to enhance the lesson.



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### **Module 3:**

Students will be able to talk about their daily routines and identify parts of the body and personal care items. Students will listen to and describe native speakers on commercials for personal care items. Additional vocabulary will be given to enhance the lesson. Students will be able to properly conjugate reflexive verbs and describe their current activity using the present progressive tense. Students will differentiate between pronoun placement. Students will compare and contrast the daily routines of *gauchos* and *cafeteros* with their own. Students will perform many daily activities in an immersion setting. Students will differentiate between each group solely in Spanish. Students will write a short essay describing the life of a *gaucho* or *cafetero*.

### **Module 4:**

Students will be able to discuss travel preparations and ask for information around town and at the airport. Students will be able to use direct and indirect object pronouns in writings and conversations. Students will perform many daily activities in an immersion setting. Students will navigate through different locations using new and old vocabulary. Additional vocabulary will be given to enhance the lesson.

### **Module 5:**

Students will be able to talk about past vacations. Students will conduct conversations with their peers regarding vacations. Students will define vocabulary in their own terms. Students will be able to correctly conjugate *AR* verbs and several irregular verbs to the preterite tense in order to relate past events. Students will compose a postcard using the past and present tenses. Students will answer several questions from the teacher in the past tense and hold conversations with their peers. Students will read and discuss *De vacaciones: Costa Rica y Chile* and then compare and contrast each country's vacations with their own. Students will differentiate between each country solely in Spanish. Students will write a short essay describing the differences in each country and their preferences.

### **Module 6:**

Students will be able to talk about sporting events, staying healthy, and expressing emotions during a game. Students will conduct conversations with their peers regarding sporting events. Students will analyze a video taken from the World Cup using current vocabulary and idiomatic expressions. Students will be able to correctly conjugate *ER/IR* verbs and several irregular verbs to the preterite tense in order to relate past events. Students will compose a research essay on a famous Hispanic soccer player. Students will answer several questions from the teacher in the past tense and hold conversations with their peers. Students will read and discuss *La Copa Mundial* and



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then compare and contrast popular sports in the United States with those in Hispanic Countries. Students will be able to use expressions during/at a soccer game.