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**Le Jardin Academy  
High School  
Course Summary-Spanish 2**

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**ESPAÑOL 2**

Spanish 2 steps deeper into the overview of Spanish 1. The main focus of this course is furthering the communication skills in the Spanish language. The students will build these communication skills by furthering their vocabulary and actively using this vocabulary in listening, speaking, reading and writing. The students will also further their understanding of the cultures of the Spanish speaking people and learn to connect and compare these cultures to their own communities.

**GENERAL SYLLABUS**

**Unit 1: Culture and world wide daily routines**

**- (School)**

- Talk about your classes and homework
- Describe you school and school day.
  - >The verb “to leave or go out” (*salir*)
  - >The verb “to bring”, “to have” (*traer, tener*).
  - >The verb “to know” (*conocer*).
- Compare and contrast the subjects that you like the most and the least.
  - >Forming comparatives
  - >Direct objects

-Talk about similarities and differences between your schooling and that of a student in Mexico.

**-( Daily Routine)**

- Talk about your day, before and after school.
  - >Reflexive verbs.
  - >Verbs with changes (*o-ue, e-ie, e-i*)
  - > (*Antes de, despues de, + infinitive*).

- Speak about extracurricular activities that your school has, which ones you like and dislike.
- Compare and contrast likes and dislikes of extracurricular activities.
- Compare students' extracurricular activities in Guatemala and the United States.

### **-(The way we dress)**

- Describe clothing in detail. (Colors, patterns, styles etc).
- Talk about the preferences you have and compare clothing.
- Say how you paid or purchased you clothing.
  - >The past tense (preterite) of regular verbs.
  - >Demonstrative adjectives and demonstrative pronouns.
  - >Forming comparative sentences.
- Talk about currency in Spain and in various Latin American countries.

## **Unit 2: Culture and identity**

### **-(Leisure-Time Activities/Sports)**

- Speaking about past and present activities.
  - >Preterite tense of the verb "to be" (ser)
  - >Preterite tense of the verbs "to do", "to be able", "to have." (hacer, poder, tener)
- Learn to extend, accept or reject and invitation.
  - >The verb "to know" (saber)
  - >Preterite of reflexive verbs.
- Discuss and evaluate leisure-time activities.
- Talk about the paintings of two Mexican artists and what their work tells us about them and their culture.

### **-(Childhood)**

- Talk about what you were like when you were a child.
  - >Imperfect tense of verbs ending in AR.
  - >Imperfect tense of verbs that end in ER and IR.
  - >Imperfect of the verbs "to be" and "to go". (Ser, and Ir).
- Talk about likes and dislikes of your childhood.
- Speak about what you learned how to do and when you learned to do these things.
- Understand how experiences in Jose Marti's early life affected his later life.

### **-(Special Occasions/Celebrations)**

- Name the members of your extended family. Talk about their age and describe them.
- Greet people using several different expressions.
  - >Preterite of stem changing verbs. (E to I)
  - >Preterite tense of the verb "to give" (dar)

- > *Other uses of the imperfect.*
- > *Reflexive verbs and reciprocals.*
- Discuss how different cultures can influence each other.

### **Unit 3: Luxuries vs. Necessities**

#### **- (Possessions)**

- Name and describe personal possessions and objects in your home.
- Tell whom things belong to.
  - > *Possessive Adjectives.*
- Learn to express and defend opinions about necessities and personal luxuries.
- Discuss aspects of early American civilizations.

#### **- (Shopping)**

- Name and describe the location of places in a community.
- Ask for and give directions to various locations in your community.
  - > *Review the rules of the verb "to be" (estar)*
  - > *Review the present progressive tense.*
- Locate items in a drugstore or department store.
  - > *Negative words and their constructions.*
  - > *The use of the impersonal (se)*
- Describe bargaining procedures in Latin American markets.

#### **- (The future)**

- Talk about different types of professions.
- Share your opinion on what you think the world will be like in the future.
  - > *The future tense.*
- Discuss different ideas about how to protect the environment.
- Compare attitudes toward the future in Latin America and the United States

### **Unit 4: Access to Resources**

#### **- (Health Care)**

- Describe how an accident occurred.
  - > *The imperfect progressive.*
  - > *The use of the preterite tense versus the imperfect tense.*
- Discuss an injury or illness.
  - > *The preterite tense of "to fall", "to believe", "to read" (caerse, caer, leer).*
  - > *The preterite tense of the verb "to put" (poner)*
- Describe treatment for different types of injuries.
- Compare pharmacies in Latin America and the United States.

-Describe how an accident occurred.

**-(Food)**

-Describe different types of foods and different dishes.

-Make recommendations and suggestions on different foods and dishes.

>*Review negative commands.*

-Talk about nutrition.

>*The subjunctive tense.*

-Discuss the customs that surround food preparations in Spanish-speaking cultures.

**\*Chapter #12 (Travel)**

-Give advice on travel.

>*Review familiar affirmative commands.*

>*Familiar negative commands.*

-Discuss arrangements.

-Make recommendations about tourism in your community.

-Discuss the variety of travel accommodations in Spain.

**\*Chapter #10 (Movies and Television)**

-Summarize the main idea of movies and television programs.

-Describe the different characters and settings of movies or television programs.

>*The preterite tense of the verb "to say" (decir)*

-Describe conditions or time when something happens.

>*The preterite tense versus the imperfect tense.*

-Compare soap operas in Latin America and the United States