



Bellevue Children's Academy

Spanish: Yearly Specialist Curriculum Map, 2021–2022

	September - December	January - March	April – June
Second Grade	<p>Vocabulary:</p> <ul style="list-style-type: none"> Review basic expressions and greetings Five senses: hearing, seeing, listening, touching, tasting Nature- Animals, natural disasters, weather, 4 seasons <p>Grammar:</p> <ul style="list-style-type: none"> Alphabet and numbers Nouns, adjectives, verbs such as “ser” (to be), personal pronouns, asking/responses to questions <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>Who we are- World Culture and Traditions:</i> Traditional music from Spain: Flamenco, Sevillana and traditional clothing <i>How we organize ourselves- Earth’s Structure and Landforms:</i> Costa Rica and the volcano landscape <i>How we express ourselves-</i> different accents from different locations 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Clothing Different types of landscapes, weather Food and ordering food in the restaurant Fruits/vegetables from Europe and South America <p>Grammar:</p> <ul style="list-style-type: none"> New verbs, plural forms of nouns and articles, plural adjectives, expressing likes and dislikes <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>Sharing the planet- Adaptations:</i> The diverse climate of Chile and how people adapt <i>Where we are in place and time- Technology and Tools:</i> Famous Spanish speaking explorers- Christopher Columbus and import of products 	<p>Vocabulary:</p> <ul style="list-style-type: none"> My house and chores at home, objects in the house and their functions, describing different rooms in the house <p>Grammar:</p> <ul style="list-style-type: none"> Plural form of adjectives and nouns, comparisons and superlatives, new verbs <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>How we express ourselves- Symbols:</i> The artist Frida Kahlo and her house in Mexico, the symbolic meaning of her art <i>How the world works- Electricity:</i> How the hurricane in Puerto Rico has affected the lives of its citizens
Third Grade	<p>Vocabulary:</p> <ul style="list-style-type: none"> Review: Basic expressions and greetings Objects in the classroom, rooms in the school Sports activities, bull fighting terms <p>Grammar:</p> <ul style="list-style-type: none"> Verbs (“gustar”), review of nouns and adjectives in singular and plural form Review of likes and dislikes Review of personal pronouns, possessive pronouns <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>Sharing the planet- Peace and Conflict:</i> Bullfighting in Spain, reading the book <i>Shadow of a Bull</i> (English) <i>Who we are- Heroes:</i> Cesar Chavez, Hispanic civil rights for migrant farm workers 	<p>Vocabulary</p> <ul style="list-style-type: none"> Personal description: Personality and physical features Describe your friend or family member <p>Grammar:</p> <ul style="list-style-type: none"> Review of the verb “ser” (to be), review of adjectives and nouns, plural and singular forms New verb “ir” (to go) Frequency words: always, often, never, sometimes Interrogatives: where, when, with whom. <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>How we express ourselves- Marketing:</i> Marketing, students create tiendas (store) and shop in the Mercado <i>How we organize ourselves- Government:</i> Juan and Eva (Evita) Peron, Argentina; fascism 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Sports activities, bull fighting terms Different climates and tropical plants (How climate influences plant growth and how plants influence climate) <p>Grammar:</p> <ul style="list-style-type: none"> Interrogative questions: what, when, with whom Demonstrative adjectives: <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>Where we are in place and time- Journeys:</i> Spanish speaking communities in the United States and the journeys they may have taken <i>How the world works- Plants:</i> The Amazon Rainforest, the fires, how it affects climate
Fourth Grade	<p>Vocabulary:</p> <ul style="list-style-type: none"> Review: Basic expressions and greetings Personal presentation, likes and dislikes, body parts Technology terms <p>Grammar:</p> <ul style="list-style-type: none"> Review of nouns and adjectives in singular and plural form, the verbs “ser” and “estar” <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>Who we are- Systems:</i> Systems, body parts <i>Sharing the planet- Inventions:</i> Famous Spanish Inventions/Inventors (First space suit) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Transportation terms <p>Grammar:</p> <ul style="list-style-type: none"> The verb “ser” and “estar,” review of question words, verbs “saber” and “conocer” What is an adverb? (adverbs that end in –mente) Local prepositions <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>How we organize ourselves- Economics:</i> Transportation in Mexico City <i>Where we are in place and time- Migration:</i> Mexico City and its population 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Types of buildings: Family house, farm house, skyscrapers, apartment, cabin Feelings and emotions <p>Grammar:</p> <ul style="list-style-type: none"> Verbs, prepositions, comparisons <p>Unit of Inquiry Connections:</p> <ul style="list-style-type: none"> <i>How we express ourselves- Structures:</i> Architecture of Barcelona and the famous Spanish architect Gaudi <i>How the world works- Energy:</i> The effects of energy source demand on the Amazon Rainforest