



# Bellevue Children’s Academy

## Spanish: Yearly Specialist Curriculum Map, 2023–2024

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