

Beginning Spanish YAG – 2024 – 2025

Quarter 1 (August 12-October11)

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| RESOURCES | MAJOR TOPICS / CONCEPTS |
| Para empezar (pg 1-23) Maps (xviii-xxx) Core Workbook (pg 1-12), Guided Workbook (pg. 1-24) | Students Will Be Able To: |
| 1 En la escuela <ul style="list-style-type: none"> ○ Greetings and Introductions ○ Classroom directions ○ Time ○ Body Parts 2 En la clase <ul style="list-style-type: none"> ○ Questions ○ Spanish alphabet ○ Calendar 3 El tiempo <ul style="list-style-type: none"> ○ Weather and Seasons | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Parte 1 <ul style="list-style-type: none"> ○ Greet people at different times of the day. ○ Introduce themselves and others. ○ Respond to classroom directions. ○ Begin using numbers. ○ Tell time. ○ Identify parts of the body. </div> <div style="width: 45%;"> Parte 2 <ul style="list-style-type: none"> ○ Talk about things in the classroom. ○ Ask questions about new words and phrases. ○ Use the Spanish alphabet to spell words. ○ Talk about things related to the calendar. Parte 3 <ul style="list-style-type: none"> ○ Describe weather conditions. ○ Identify the seasons. ○ Compare weather in the Northern and Southern Hemispheres. (Spanish speaking countries and capitals) </div> </div> |

Quarter 2 (October 15-December 20)

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| RESOURCES | MAJOR TOPICS / CONCEPTS |
| Capítulo 1 Mis amigos y yo (pg. 24-71) Core Workbook (pg. 13-30), Guided Workbook (25-52) | Students Will Be Able To: |
| Capítulo 1A ¿Qué te gusta hacer? Vocabulario: <ul style="list-style-type: none"> ○ Activities ○ Expressing likes and dislikes <i>Include singular forms of GUSTAR (me, te, le)</i> Gramática <ul style="list-style-type: none"> ○ Infinitives ○ Negatives ○ Expressing agreement and disagreement Capítulo 1B Y tú, ¿cómo eres? Vocabulario: <ul style="list-style-type: none"> ○ Personality traits ○ Descriptive Adjectives (<i>Please refer to list provided for additional vocab</i>) ○ Expressing likes and dislikes Gramática: <ul style="list-style-type: none"> ○ Gender of nouns (<i>include día, mano, mapa, agua, etc.</i>) ○ Definite and indefinite articles (singular and plural) ○ Subject pronouns (refer to 2A) ○ Verb ser (refer to 3B) ○ Adjectives , Word order: placement of adjectives | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 1A: <ul style="list-style-type: none"> ○ Listen to and read about activities people like and don't like to do. ○ Talk and write about what they and others like and don't like to do. ○ Describe their favorite activities. ○ Ask and answer questions about activity preferences. ○ Use cognates to figure out new words. </div> <div style="width: 45%;"> 1B: <ul style="list-style-type: none"> ○ Listen to and read descriptions of others. ○ Talk and write about what they and others are like. ○ Describe their personality to others. </div> </div> |

Quarter 3 (January 6- March 13)

Capítulo 2 | La escuela (pg. 72-121)
Core Workbook (pg. 31-48), Guided Workbook (pg. 53-82)

Students Will Be Able To:

Capítulo 2A | Tu día en la escuela

Vocabulario:

- School subjects and schedules
- School supplies
- Class descriptions

Gramática:

- Subject Pronouns (*students should know what vosotros is and recognize its conjugations*)
- Present tense of –ar verbs (*Please refer to the list provided*)

Capítulo 2B | Tu sala de clases

Vocabulario:

- Classroom items and furniture
- Computers
- Words to describe location (*Please refer to the list provided*)

Gramática:

- The verb estar
- Plurals of nouns and articles

2A

- Listen and read about school subjects and schedules.
- Talk and write about classes, school activities, likes and dislikes.
- Discuss and compare classes and opinions about school.
- Identify, talk to, and write about different people.
- Describe your classes and schedule.

2B

- Listen to and read conversations and notes about school.
- Talk and write about classes, classrooms, and where things are located.
- Describe a classroom.
- Identify and describe the location of objects around school.

Quarter 4 (March 24- May 30)

Capítulo 3 | La comida (pg. 122-145)
Core Workbook (pg. 49-57), Guided Workbook (pg. 83-98)

Students Will Be Able To:

Capítulo 3A | ¿Desayuno o almuerzo?

Vocabulario:

- Foods and beverages for breakfast and lunch
- Expressions of frequency

Gramática:

- Present tense of –er and –ir verbs (*Please refer to the list provided*)
- *Me gustan, me encantan (all singular forms)*

3A

- Listen to and read descriptions of meals and menus
- Talk and write about foods they and others like and dislike

Required Additional Vocab

Descriptive Adjectives (1B)

Alto
Bajo
Bonito
Delgado
Guapo
Gordo
Feo
Joven
Moreno
Pelirrojo
Rubio
Viejo

Prepositions (2B)

A la derecha de
A la izquierda de
Al lado de
Allá
Allí
Aquí
Cerca de
Debajo de
Delante de
Detrás de
Encima de
Entre

AR Verbs (2A)

| | | |
|-----------|----------|-----------|
| Bailar | Desear | Mirar |
| Buscar | Dibujar | Necesitar |
| Caminar | Escuchar | Practicar |
| Cantar | Enseñar | Preguntar |
| Cenar | Esperar | Preparar |
| Comprar | Estudiar | Regresar |
| Contestar | Explicar | Terminar |
| Conversar | Hablar | Tomar |
| Desayunar | Llegar | Trabajar |
| Descansar | Llevar | Viajar |

ER/IR Verbs (3A)

Abrir
Aprender
Beber
Comer
Compartir
Comprender
Correr
Describir
Escribir
Leer
Recibir
Vender
Vivir

Stem-Changing Verbs (4B)

e:ir
cerrar
comenzar
empezar
entender
nevar (*nieva)
pensar
preferir
querer
e:i
decir
pedir
repetir
seguir
servir
o:ue
almorzar
costar
dormir
encontrar
llover (*llueve)
poder
volver
u:ue
jugar

Tener Idioms (5A)

Tener _ años
Tener calor
Tener cuidado
Tener frío
Tener ganas de
Tener hambre
Tener miedo
Tener prisa
Tener + que +inf
Tener razón
No tener razón
Tener sed
Tener sueño
Tener suerte