

EXPLORATORY SPANISH (0708100) YAG 2024-25

Quarter 1	
MAJOR TOPICS/CONCEPTS	DETAILS
Introduce self and others, alphabet and numbers	Students Will Be Able To:
<p><u>Essential Questions:</u> ¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Cuántos años tienes?</p> <p>Part 1: Vocabulary</p> <ul style="list-style-type: none"> ○ Greetings and Introductions <p>Part 2: Grammar</p> <ul style="list-style-type: none"> ○ Cognates ○ Classroom commands ○ Spanish alphabet ○ Numbers <p>Part 3. Culture</p> <ul style="list-style-type: none"> ○ Characteristics of culture ○ Geography of Hispanic countries <p>Project:</p> <ul style="list-style-type: none"> ○ Skits to practice greetings and basic questions 	<p>Part 1</p> <ul style="list-style-type: none"> ○ Greet people at different times of the day. ○ Introduce themselves and others (una chica/un chico, una muchaha/un muchacho) ○ Formal and Informal - Tú vs. Usted <p>Part 2</p> <ul style="list-style-type: none"> ○ Identify cognates Cognate examples: importante, farmacia, televisión, cultura, computadora, dentista, decisión, activo. False cognate examples - vaso, atender, éxito, colegio, librería, embarazada. <p>Part 3</p> <ul style="list-style-type: none"> ○ Respond to classroom commands. (¿Cómo se dice.... en español?, Levántense, Siéntense, Abren el libro, Cierren el libro, Silencio, ¿Puedo ir al baño?) ○ Use numbers up to 30 (age and common math problem with “más” and “menos”) ○ Use the alphabet ○ Culture – what is it and what are some characteristics of culture? (dance, music, food, housing, schools, schedules, fashion, etc) ○ Capitals + countries, and regions (Caribe, Sudamérica, etc...)
Articles, noun/article agreement	Students Will Be Able To:
<p><u>Essential Questions:</u> ¿Qué es... ? ¿De qué color es... ? ¿Qué día es hoy? ¿Qué tiempo hace?</p> <p>Part 1: Vocabulary</p> <ul style="list-style-type: none"> ○ Classroom items ○ Quantity ○ Colors ○ Calendar – days and months ○ Weather ○ Seasons <p>Part 2: Grammar</p> <ul style="list-style-type: none"> ○ Definite and indefinite articles ○ Modifying nouns with articles <p>Part 3: Culture</p> <ul style="list-style-type: none"> ○ Cinco de Mayo ○ Hispanic Heritage Month <p>Project:</p> <ul style="list-style-type: none"> ○ Celebrate Hispanic Americans 	<p>Part 1:</p> <ul style="list-style-type: none"> ○ talk about things in the classroom (el cuaderno, el bolígrafo, el lápiz, la carpeta, el pupitre, el libro, la hoja de papel, el profesor/la profesora, el/la estudiante, la mochila) ○ Identify quantity - ¿Cuántos/as hay? (Hay 2 libros en la mochila) ○ Identify colors (¿De qué color es? ¿Cuál es tu color favorito? blanco, negro, café/marron, azul, verde, rojo, rosado, morado, amarillo, anaranjado, gris) ○ talk about days and months (The week begins with Monday and Sunday is considered a day of rest) ○ describe weather conditions (¿Qué tiempo hace? Hace... calor, frío, viento, sol. Lluve, Nieva) <p>Part 2:</p> <ul style="list-style-type: none"> ○ identify the seasons (la primavera, el Verano, el otoño, el invierno) ○ Definite and Indefinite Articles ○ Articles and noun agreement (feminine, masculine, singular, plural) <p>Part 3:</p> <ul style="list-style-type: none"> ○ 5 de Mayo (what it is, how it is celebrated) ○ Hispanic Heritage Month (when is it celebrated, why and how) <p>Project:</p> <ul style="list-style-type: none"> ○ Students will learn about a famous Hispanic American person and their impact in our country.

Quarter 2

MAJOR TOPICS/CONCEPTS		DETAILS	
Adjectives and noun/adjective agreement		Students Will Be Able To:	
<p><u>Essential Questions:</u> ¿Cómo soy? ¿Cómo eres?</p> <p>Part 1: Vocabulary</p> <ul style="list-style-type: none"> ○ Descriptive adjectives <p>Part 2: Grammar</p> <ul style="list-style-type: none"> ○ Noun and adjective agreement ○ Singular subject pronouns ○ Singular form of the verb SER <p>Part 3: Culture</p> <ul style="list-style-type: none"> ○ The Day of the Dead ○ Quinceañera <p>Project:</p> <ul style="list-style-type: none"> ○ “Selfie” project – using adjectives 	<p>Part 1:</p> <ul style="list-style-type: none"> ○ Describe themselves and others using adjectives <p>Alto/bajo Gordo/flaco or Delgado Guapo/feo Viejo/jóven Grande/pequeño Trabajador/perezoso Paciente/impaciente Simpatico/antipático Serio/gracioso or cómico Aburrido/divertido Interesante Deportista Artístico Inteligente</p>	<p>Part 2:</p> <ul style="list-style-type: none"> ○ Modify adjectives according to noun’s gender and number ○ Use the singular form of subject pronouns and verb ser when describing self and others <p>Yo soy... Tú eres... Él/Ella es ...</p> <p>Culture:</p> <ul style="list-style-type: none"> ○ Day of the Dead and Quinceañera (what it is, how and why it’s celebrate) <p>Project:</p> <ul style="list-style-type: none"> ○ Students will do a project where they describe themselves using adjectives 	
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<p><u>Essential Questions:</u> ¿Qué te gusta hacer?</p> <p>Part 1: Vocabulary</p> <ul style="list-style-type: none"> ○ Me gusta/No me gusta <p>Part 2: Grammar</p> <ul style="list-style-type: none"> ○ Infinitives <p>Part 3: Culture</p> <ul style="list-style-type: none"> ○ Food <p>Project:</p> <ul style="list-style-type: none"> ○ Choice board with topics and presentation options 	<p>Part 1:</p> <ul style="list-style-type: none"> ○ Express likes and dislikes: <p>A mi me gusta A mi me gusta mucho A mi no me gusta A mi no me gusta nada A mi también A mi tampoco</p> <p>Part 2:</p> <ul style="list-style-type: none"> ○ Express activities they like or dislike: <p>Estudiar, leer, dibujar, patinar, practicar deportes, bailar, cantar, nadar, correr, hablar por teléfono, jugar videojuegos, montar en bicicleta, esquiar, escuchar música</p> <p>Part 3:</p> <ul style="list-style-type: none"> ○ Videos about food in Spanish speaking countries 	<p>Project:</p> <ul style="list-style-type: none"> ○ Present an aspect of Hispanic culture (examples: country project, food project, etc) 	