

Milford Public Schools Curriculum



Department: World Language

Course Name: Spanish 3

Grade 9,10,11,12

Levels: 1-751340, 2-752340

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, presentations, dialogues and short compositions. Students are expected to participate using the target language. Prerequisite: Spanish 2.

UNIT 1

Unit Title: Para Empezar

Unit Description

Students will review how to describe themselves and others as well as express themselves using regular present tense verbs.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a World Language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others.
Students will understand that becoming proficient in another language, in its earliest stages, open up doors to a multitude of life-enriching opportunities. (CEU)
Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (UEU)

Essential Question(s):

Why do I study a World Language? (DEQ)
How does learning a World Language improve my knowledge of people and places in the world? (CEQ)
How does learning a world language improve my understanding of my own language? (UEQ)

Content and Skills:

Describing people
Asking for information
Adjective agreement
The verb "SER"
Leisure activities
Regular verbs in the present tense

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 2

Unit Title: Tu Día Escolar (Capítulo 1A)

Unit Description:

Students will describe what they do in school.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Students will understand that becoming proficient in another language allows them to explore and experience (to a feasible extent) life-enriching opportunities. (CEU)
Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (UEU)

Essential Question(s):

Why do I study a World Language? (DEQ)
How does learning a World Language improve my knowledge of people and places in the world? (CEQ)
How does learning a world language improve my understanding of my own language? (UEQ)

Content and Skills:

Classroom items, activities and rules
Stem-changing verbs in the present tense
Affirmative and Negative words

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 3

Unit Title: Tu Día Escolar (Capítulo 1B)

Unit Description:

Students will describe what they do after school.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)

Students will understand that becoming proficient in another language allows them to explore and experience (to a feasible extent) life-enriching opportunities. (CEU)

Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (UEU)

Essential Question(s):

Why do I study a World Language? (DEQ)

How does learning a World Language improve my knowledge of people and places in the world? (CEQ)

How does learning a world language improve my understanding of my own language? (UEQ)

Content and Skills:

Extracurricular activities

Making comparisons

Saber vs Conocer

Hace + time expressions

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 4

Unit Title: Un Evento Especial (Capítulo 2A)

Unit Description:

Students will describe their daily routines and what they do in order to prepare for a special event.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that identification and recognition of cultural nuances are integral to the development of cultural and historical awareness. (DEU)

Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (CEU)

Students will understand the daily routines and activities of Spanish speaking countries and be able to compare it to their own. (UEU)

Essential Question(s):

How does my culture compare to other cultures? (DEQ)

How does learning a world language improve my understanding of my own language? (CEQ)

How does learning a world language improve my knowledge of people? (UEQ)

Content and Skills:

Daily Routines

Reflexive verbs

SER vs ESTAR

Possessive Adjectives

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 5

Unit Title: Un Evento Especial (Capítulo 2B)

Unit Description:

Students will describe what they bought while shopping.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that identification and recognition of cultural nuances are integral to the development of cultural and historical awareness. (DEU)

Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (CEU)

Students will understand the daily routines and activities of Spanish speaking countries and be able to compare it to their own. (UEU)

Essential Question(s):

How does my culture compare to other cultures? (DEQ)

How does learning a world language improve my understanding of my own language? (CEQ)

How does learning a world language improve my knowledge of people? (UEQ)

Content and Skills:

Vocabulary related to shopping
Regular Verbs in the Preterite Tense
Demonstrative Adjectives

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 6

Unit Title: Tú y Tu Comunidad (Capítulo 3A)

Unit Description:

Students will describe what they did yesterday.

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today's global community results in proficiencies that enable students to: communicate,

Essential Question(s):

Why do I study a World Language? (DEQ)

How does learning a World Language improve my knowledge of people and places in the world? (CEQ)

<p>interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU) Students will understand that becoming proficient in another language allows them to explore and experience (to a feasible extent) life-enriching opportunities. (CEU)</p> <p>Students will understand the community life of Spanish speaking countries and be able to compare it to their own. (UEU)</p>	<p>How does learning a world language improve my knowledge of people? (UEQ)</p>
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<p>Content and Skills:</p> <p>Vocabulary related to running errands Direct object pronouns Irregular Verbs in the Preterite Tense (ir, ser, hacer, tener, estar, poder)</p>
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<p>Standards Addressed:</p> <p>COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>
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<p>UNIT 7</p>

<p>Unit Title: Tú y Tu Comunidad (Capítulo 3B) Unit Description: Students will describe activities done in their community.</p>

<p>LEARNING GOALS</p>

<p>Enduring Understanding(s): Students will understand that the study of a world language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU) Students will understand that becoming proficient in another language allows them to explore and experience (to a feasible extent) life-enriching opportunities. (CEU)</p>	<p>Essential Question(s): Why do I study a World Language? (DEQ) How does learning a World Language improve my knowledge of people and places in the world? (CEQ) How does learning a world language improve my knowledge of people? (UEQ)</p>
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<p>Students will understand the community life of Spanish speaking countries and be able to compare it to their own. (UEU)</p>	
<p>Content and Skills: Direct object pronouns Places in a city or town Modes of Transportation Familiar (Tú) commands Present Progressive</p>	
<p>Standards Addressed:</p> <p>COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	

<p>UNIT 8</p>	
<p>Unit Title: Recuerdos del Pasado (Capítulo 4A) Unit Description: Students will describe their childhood memories.</p>	
<p>LEARNING GOALS</p>	
<p>Enduring Understanding(s): Students will understand that the study of a world language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU) Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language, with decreasing teacher assistance. (CEU) Students will obtain and provide information dealing with situations in the past. (UEU)</p>	<p>Essential Question(s): Why do I study a World Language? (DEQ) How will knowledge of a World Language increase travel and social opportunities? (CEQ) How does learning a World Language improve my knowledge of people and places in the world? (UEQ)</p>

Content and Skills:

Vocabulary related to childhood

The Imperfect Tense

a. Regular Verbs

b. Irregular Verbs

c. Describing a situation

Indirect object pronouns

Standards Addressed:

COMMUNICATION (1.3): Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics

CULTURE (2.1): Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.