

## **Moon Area School District Curriculum Map**

**Course: Spanish 3**

**Grade Level: Typically 10/11**

**Content Area: World Languages**

**Frequency: Full-Year Course**

### **Big Ideas**

- 1. See below**

### **Essential Questions**

- 2. See below**

### **Primary Resource(s) & Technology:**

Realidades Textbook Series, online software resources,  
Microsoft Teams, Promethean Boards, Student Laptops

### **Pennsylvania and/or focus standards referenced at:**

[www.pdesas.org](http://www.pdesas.org)

[www.education.pa.gov](http://www.education.pa.gov)

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

Unit	Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Para empezar (introductory Unit)	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe themselves and others.</li> <li>• Ask for information.</li> <li>• Talk about nationalities</li> <li>• Talk about leisure activities</li> <li>• Talk about the seasons of the year.</li> <li>• Compare and contrast statistical information of Spanish speaking countries to the U.S.A.</li> </ul>	1.1, 1.2. 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	<p>Vocabulary: review of adjectives, question words, nationalities, seasons, leisure activities.</p> <p>Grammar: Ser, regular er, ar and ir verbs, adjective agreement.</p> <p>Culture: Maps and statistical information of Spanish speaking countries</p>	August - September
<p>Tema 1: Tu día escolar</p> <p><i>1A: ¿Qué haces en</i></p> <p><i>1B: ¿Qué haces después la escuela?</i></p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe classroom objects and activities.</li> <li>2. Talk about classroom rules.</li> <li>3. Express affirmative and negative ideas.</li> <li>4. Compare the school and customs in other countries with those of your own school.</li> <li>5. Talk about extracurricular activities.</li> <li>6. Compare people and things.</li> </ol>	1.1, 1.2. 1.3, 2.1,2.2, 3.1, 3.2, 4.1, 4.2	<p>Vocabulary: classroom objects and activities, classroom rules, affirmative and negative expressions, extracurricular activities, and comparison phrases.</p> <p>Grammar: Saber vs. conocer, Hay que, shoe verbs, comparisons, Hace + time expressions,.</p> <p>Culture: cultural perspectives on extracurricular activities. Customs of school rules in other countries.</p>	Sep-Oct

	<p>7. Say what people know or what they know how to do.</p> <p>8. Ask and tell how long something has been going on.</p> <p>9. Understand cultural perspectives of extracurricular activities.</p>			
<p>Tema 2: Un evento especial</p> <p><i>2A: ¿Cómo te preparas?</i></p> <p><i>2B: ¿Qué ropa compraste?</i></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>Describe getting ready for a special event.</li> <li>Talk about daily routines, people and things.</li> <li>Express possession.</li> <li>Understand cultural perspectives on clothing.</li> <li>Describe clothing and fashion</li> <li>Talk about going shopping.</li> <li>Describe events in the past.</li> <li>Point out specific objects.</li> <li>Avoid repetition when comparing similar things.</li> <li>Understand cultural perspectives about parties.</li> </ol>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2</p>	<p>Vocabulary: daily routines, getting ready for an event, shopping vocabulary, prices, money.</p> <p>Grammar: reflexive verbs, review of ser and estar, possessive adjectives, mio, tuyo, suyo, review of the preterite of regular verbs, demonstrative adjectives.</p> <p>Culture: perspectives about parties and cultural perspectives on clothing</p>	<p>Oct-Nov</p>
<p>Tema 3: Tu y tu comunidad</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>Talk about things you did and where you did them.</li> <li>Explain why you couldn't do certain things.</li> </ol>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2</p>	<p>Vocabulary: running errands, locations in a downtown; items purchased; places in a city or town; driving terms, modes of transportation.</p> <p>Grammar: direct object pronouns (me, te, nos), irregular preterit of the verbs ir, ser, hacer, tener, estar,</p>	<p>Nov-Dec</p>

<p><b>3A: ¿Qué hiciste ayer?</b></p> <p><b>3B: ¿Cómo se va...?</b></p>	<ol style="list-style-type: none"> <li>3. Describe things you bought and where you bought them.</li> <li>4. Understand cultural perspectives on shopping.</li> <li>5. Give directions for getting places.</li> <li>6. Give a friend directions for a task.</li> <li>7. Discuss driving and good driving habits.</li> </ol> <p>Understand cultural perspectives about neighborhoods.</p>		<p>poder; irregular affirmative tu commands; review of present progressive; irregular forms.</p> <p>Culture: perspectives about neighborhoods, perspectives on shopping.</p>	
<p>Tema 4: Recuerdos del pasado</p> <p><b>4A: Cuando éramos niños</b></p> <p><b>4B: Celebrando los días festivos</b></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss childhood toys and games.</li> <li>2. Describe what you were like as a child.</li> <li>3. Talk about activities that you used to do as a child.</li> <li>4. Discuss to or for whom something is done.</li> <li>5. Understand cultural perspectives on childhood songs.</li> <li>6. Describe holiday celebrations, talk about your family and relatives.</li> <li>7. Describe people, places, and situations in the past.</li> <li>8. Talk about how people interact.</li> <li>9. Understand cultural perspectives on holidays and special events.</li> </ol>	<p>1.1, 1.2. 1.3, 2.1, 3.1, 3.2, 4.1, 4.2</p>	<p>Vocabulary: toys; play terms; describing children, expressions describing etiquette; holiday and family celebrations.</p> <p>Grammar: the imperfect tense; regular verbs and irregular verbs; indirect object pronouns, describing a situation, reciprocal actions.</p> <p>Culture: perspectives on childhood songs, perspective on holidays and special events.</p>	<p>Dec-Jan</p>

<p>Tema 5: En las noticias</p> <p><i>5A: Un acto heroico</i></p> <p><i>5B: Un accidente</i></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss emergencies, crises, rescues and heroic acts.</li> <li>2. Describe past situations and settings,</li> <li>3. Describe weather conditions.</li> <li>4. Understand cultural perspectives natural disasters and legends.</li> <li>5. Describe an accident scene.</li> <li>6. Talk about injuries and treatments.</li> <li>7. Talk about what you were doing when an accident occurred.</li> <li>8. Understand cultural perspectives on health.</li> </ol>	<p>1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p>	<p>Vocabulary: Natural disasters, emergencies; rescues: heroes; parts of the body; accidents; events in the emergency room.</p> <p>Grammar: the imperfect tense: the other uses; the preterite of the verbs oír, leer, creer, and destruir, the irregular preterites; venir, poner, decir, traer; the imperfect progressive and preterite.</p> <p>Culture: understand cultural perspectives natural disasters and legends, understand cultural perspectives on health.</p>	<p>Jan-Feb</p>
<p>Tema 6:</p> <p>La televisión y el cine.</p> <p><i>6A: ¿Viste el partido en la televisión?</i></p> <p><i>6B: ¿Qué película has visto?</i></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about what he/she saw on television.</li> <li>2. Explain how you feel about watching television.</li> <li>3. Understand cultural perspectives about television programs in Spanish-Speaking countries.</li> <li>4. Discuss movie plots and characters.</li> <li>5. Give opinions about movies.</li> <li>6. Talk about activities you have done.</li> <li>7. Understand cultural perspectives on movies</li> </ol>	<p>1.1, 1.2. 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1</p>	<p>Vocabulary: television programs; sporting events; feelings, movies, words used in making a movie.</p> <p>Grammar: preterit of –ir stem-changing verbs; reflexive verbs, verbs that use indirect objects; the present perfect.</p> <p>Culture: Understanding cultural perspectives about television programs in Spanish-Speaking countries, understand cultural perspectives on movies.</p>	<p>Feb-march</p>

<p>Tema 7: Buen provecho</p> <p><i>7A: ¿Cómo se hace la paella?</i></p> <p><i>7B: ¿Te gusta comer al aire libre?</i></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about food and clothing.</li> <li>2. Tell others what not to do.</li> <li>3. Describe what other people generally do.</li> <li>4. Understand cultural perspectives on recipes and food preparation.</li> <li>5. Discuss food and outdoor cooking.</li> <li>6. Tell people what to do or not to do.</li> <li>7. Indicate duration, exchange, reason, and other expressions.</li> <li>8. Understand cultural perspectives on special foods and outdoor vendors.</li> </ol>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p>	<p>Vocabulary: Cooking expressions; food; appliances; following a recipe; giving directions in a kitchen, camping and cookouts; food.</p> <p>Grammar: negative tu commands, the impersonal se, usted and ustedes commands, uses of por.</p> <p>Culture: understand the cultural perspectives on recipes and food preparation, understand cultural perspectives on special foods and outdoor vendors.</p>	<p>March-April</p>
<p>Tema 8: Como ser un buen turista.</p> <p><i>8A: Un viaje en avión</i></p> <p><i>8B: Quiero que disfrutes de tu viaje</i></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. talk about visiting an airport.</li> <li>2. Plan a trip to a foreign country.</li> <li>3. Make suggestions about safe travel.</li> <li>4. Read about travel destinations in Spanish-speaking countries.</li> <li>5. Understand cultural perspectives on traveling.</li> <li>6. Discuss traveling to a foreign city.</li> <li>7. Talk about staying in a hotel</li> <li>8. Explain how to be a good tourist.</li> <li>9. Make recommendations for sightseeing.</li> </ol>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2</p>	<p>Vocabulary: airport vocabulary, planning a trip, traveling safely, staying in a hotel, appropriate tourist behaviors, traveling in a foreign city.</p> <p>Grammar: the present subjunctive; irregular verbs in the subjunctive, the present subjunctive with impersonal expressions: the present subjunctive of stem changing verbs.</p> <p>Culture: understanding cultural perspectives on traveling and traveling in a Spanish Speaking country,</p>	<p>April-may</p>

	10. Understand cultural perspectives on traveling in Spanish-speaking countries.			
<p>Tema 9: Que profesion tendras?</p> <p><b>9A: ¿Qué profesión tendrás?</b></p> <p><b>9B: ¿Qué haremos para mejorar el mundo?</b></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss professions and make plans for the future.</li> <li>2. Talk about future events.</li> <li>3. Understand cultural perspectives on folk art.</li> <li>4. Make predictions about the future.</li> <li>5. Discuss doubts about ecological issues.</li> <li>6. Discuss environmental problems and possible solutions.</li> <li>7. Understand cultural perspectives on ecological problems and solutions.</li> </ol>	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	<p>Vocabulary: professions; making plans for the future; earning a living; environment; environmental issues and solutions.</p> <p>Grammar: the future tense; the future tense of irregular verbs, the present subjunctive with expressions of doubt.</p> <p>Culture: understand cultural perspectives on folk art, understand the cultural perspectives on ecological problems and solutions.</p>	May-June