



Spanish - Grade 3

Course Information

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish Grade 3		
Course Title:	Spanish - Grade 3		
Prerequisite(s):	N/A		
Course Description: <i>Program of Studies</i>	Students will develop foundational communication skills by exchanging personal information about themselves, exploring seasonal changes and different types of weather, and identifying appropriate activities for each. Additionally, students will embark on a cultural journey to Mexico, discovering key destinations and activities to enjoy while visiting. Students will build confidence in expressing themselves through discussions, interactive exercises, and cultural exploration.		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do people greet one another? ● What information can I share about myself? ● How do I describe the weather? ● What activities do I participate in during different weather and seasons? ● What places would I like to visit? ● What types of activities would I like to do in different places? 		
Course Enduring Understandings:	<ul style="list-style-type: none"> ● People get to know each other by introducing themselves and providing basic information. ● Greetings and salutations play an integral role in our daily interactions. 		

	<ul style="list-style-type: none"> • The weather changes daily and from one season to the next. • The weather and seasons affect what activities people choose to do. • People choose places to visit based on their personal preferences. • People engage in different activities based on their location. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
Course Materials/Resources:	N/A	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1 - ¡Hola! (All About Me) (~13 weeks) Unit 2 - ¿Qué tiempo hace? (Activities for All Weather) (~13 weeks) Unit 3 - ¡Voy a México! (A Trip to Mexico) (~13 weeks)	

Unit Number and Title:	Unit 1 - ¡Hola! (All about me)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will exchange information about themselves, including their name, feelings, age, and birth month.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What information can I share about myself?

	<ul style="list-style-type: none"> ● How do people greet one another?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● People get to know each other by introducing themselves and providing basic information. ● Greetings and salutations play an integral role in our daily interactions.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● greetings and salutations. ● interrogative words (what, how, when, which, how many, where). ● the verb “llamarse” in first person to state their name. ● the verbs “estar” and “tener” in first and second person to exchange and express feelings/emotions. ● vocabulary related to basic feelings and emotions ● the verb “tener” in the first person to answer questions about age. ● the verb “ser” in the third person with: <ul style="list-style-type: none"> ○ colors and months. ● numbers 0-10. ● countries where Spanish is spoken. ● the verb “hablar” to answer questions about the language(s) they speak. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● greet people and introduce themselves. ● express and identify their feelings. ● ask others how they feel. ● recognize and respond to questions about their age. ● recognize and respond to questions about their birthday. ● count and recognize numbers 0-10. ● state their favorite color. ● name a Spanish-speaking country. ● say what language they speak.

Unit Number and Title:	Unit 2 - ¿Qué tiempo hace? (Activities for All Weather)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will identify and discuss what activities to do in different types of weather and seasons.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	How do I describe the weather? What activities do I participate in during different weather and seasons?
Enduring Understanding(s):	The weather changes daily and from one season to the next. The weather and seasons affect what activities people choose to do.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● weather expressions. ● the verb “gustarle” with an infinitive verb. ● select infinitive verbs for a variety of leisure activities. ● days of the week/months. ● seasons. ● weather patterns in Spanish-speaking countries. ● interrogative words (what, when). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● describe the weather. ● say what they like to do in different types of weather. ● identify the day of the week. ● identify the seasons. ● describe the seasons using language such as weather, months, activities, and colors. ● compare the weather and seasons in a Spanish-speaking country to Fairfield, CT.

Unit Number and Title:	Unit 3 - ¡Voy a México! (A Trip to Mexico)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will identify places to visit in Mexico and various activities to do while visiting.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	What places would I like to visit?

	What types of activities would I like to do in different places?
Enduring Understanding(s):	People choose places to visit based on their personal preferences. People engage in different activities based on their location.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the verb “ir” in the first person to say where they will go. ● places to visit in Mexico. ● the verb “gustarle” to say what they like to do. ● select infinitive verbs for leisure activities. ● interrogative words (what, how, where) ● the verb “ser” in the third person singular (“es”) to identify objects. ● names for categories of items (animals, food, people, art, music). ● adjectives to describe size and color. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● say where they go in a city. ● list places to visit in Mexico. ● say what they like to do in different places. ● identify and describe what they see in different places. ● answer what, how, and where questions.