

New Paltz Central School District
Spanish
Grade 3

Time	Essential Questions/Content	Standards/Skills	Assessments
September - October	<p><u>Unit 1: R & R: Routines and Review (throughout the year)</u></p> <ul style="list-style-type: none"> • How can I converse with a Spanish speaker? <p>-----</p> <ul style="list-style-type: none"> • Review and presentation of conversational vocabulary 	<ul style="list-style-type: none"> • Respond to greetings and farewells • State my name • State my age • State my physical well being • Tell the date and weather • Respond to commands • Name numbers up to 100 by 10s • Solve addition and subtraction problems using numbers by 10s up to 100 • Recall basic facts about the Mexican celebration, “Dia de los Muertos” 	<ul style="list-style-type: none"> • Questions of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)
November - December	<p><u>Unit 2: La Comunidad y los Continentes</u></p> <ul style="list-style-type: none"> • What is my community like? • How are my community and a community in Mexico the same? How are they different? <p>-----</p> <ul style="list-style-type: none"> • Places in the community • Continents and compass rose 	<ul style="list-style-type: none"> • Name the places in my community • Tell where I go in my community • Name and locate the continents • Tell how I would travel to different continents 	<ul style="list-style-type: none"> • Question of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)
December - January	<p><u>Unit 3: La Familia de Phineas y Ferb</u></p> <ul style="list-style-type: none"> • What is my family like? <p>-----</p> <ul style="list-style-type: none"> • Family vocabulary • Adjectives and adjective agreement • <i>Ser</i> • Negation 	<ul style="list-style-type: none"> • Name the members of an extended family • Describe myself and members of a family using physical characteristics and personality traits • Recall basic facts about “El Dia de Tres Magos” 	<ul style="list-style-type: none"> • Questions of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)

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February - March	<p><u>Unit 4: La Ropa</u></p> <ul style="list-style-type: none"> • What do I wear for different events? <p>-----</p> <ul style="list-style-type: none"> • Clothing vocabulary • Color vocabulary • Size vocabulary • Weather vocabulary • <i>llevar</i> 	<ul style="list-style-type: none"> • Tell what I am wearing • Tell what I or someone else would wear during different types of weather 	<ul style="list-style-type: none"> • Questions of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)
April	<p><u>Unit 5: La Comida</u></p> <ul style="list-style-type: none"> • What are my favorite foods? <p>-----</p> <ul style="list-style-type: none"> • Food vocabulary • <i>Me gusta comer</i> 	<ul style="list-style-type: none"> • Name my favorite foods • Name the foods extended family members like and don't like to eat 	<ul style="list-style-type: none"> • Questions of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)
May	<p><u>Unit 6: ¿Qué te Gusta Hacer?</u></p> <ul style="list-style-type: none"> • What are my favorite things to do when I'm not in school? <p>-----</p> <ul style="list-style-type: none"> • Review of weather vocabulary • Activities • Negation • <i>Me/te gusta & infinitive</i> 	<ul style="list-style-type: none"> • Tell what I and others like to do in our free time • Tell what I and others like to do during different types of weather • Tell basic facts about the holiday, "Cinco de Mayo" 	<ul style="list-style-type: none"> • Questions of the day (interpersonal) • Listening comprehension check (interpretive) • Performance assessment (presentational)
June	<p><u>¿Qué aprendimos?</u></p>		<ul style="list-style-type: none"> • End of year assessment