



Greenwich Public Schools Curriculum Overview

Spanish 1A

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

Spanish 1A

Full Year (Meets 2 - 3x per week)

This accelerated course is a continuation of Spanish studied in the FLES (Foreign Language in Elementary School) program and moves at a faster pace than the on-level 6th grade curriculum. The course focuses on the four language domains: listening, speaking, reading and writing. Core instruction is delivered 2 - 3 times per week in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are given frequent interaction with the target language in order to build their oral and written linguistic proficiency in a cultural context.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, this course will build on students' foundational language skills in the four language domains in order to develop their communicative confidence in a world language as they continue to pursue language study through middle school.

By the end of this course, students will be able to describe their daily schedule, identify school supplies and places in school, express preferred after school activities and snack foods/beverages, describe themselves and others, discuss mealtimes and food associated with each, as well as identify clothing and actions related to shopping in the target language.

Unit Guide:

1. Unit 1: Somos estudiantes (We are students) y En la escuela (In school)
2. Unit 2: ¿Qué te gusta hacer? (What do you like to do?) y Mis amigos y yo (My friends and I)
3. Unit 3: Mi comida favorita (My favorite food) and En mi familia (In my family)

Enduring Understandings

- Classroom necessities are universal and time spent at school is an integral part of a child's day.
- Daily activities vary among different cultures.
- Universally common characteristics are used to identify each other.
- There are differences and similarities in the way people eat and what they eat based on their culture.
- There are similarities and differences among families of different cultures.
- There are some similarities and differences regarding our shopping habits across cultures.

Performance Tasks:

- Interpersonal and presentational speaking and writing activities
- Teacher-generated quizzes to show mastery of vocabulary and grammar
- District Unit Assessments and Performance Based Task Assessments

Standards

[World Readiness Standards for Learning Languages](#)

[WL Readiness Standards Alignment with Common Core Standards](#)

Link to [NCSSFL/ACTFL Can-Do Statements](#)

Resources

Avancemos 1

IXL Spanish

Teacher-created resources

District-approved digital tools