



## Greenwich Public Schools Curriculum Overview

### Spanish 3A

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 3A

Full Year (Meets daily)

This accelerated course is a continuation of Spanish studied in the 7th grade Spanish 2A course, and moves at a faster pace than the on-level Spanish 3C course. The course focuses on the four language domains: listening, speaking, reading and writing. Core instruction is delivered daily in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are expected and encouraged to use the target language throughout daily lessons in order to build their oral and written linguistic proficiency in a cultural context, as they expand their prior knowledge of vocabulary and grammar concepts acquired in 6th and 7th grade. Students complete a midterm in January to assess their reading, writing, listening and speaking skills, practiced in the first two quarters of the school year. Their performance on this midterm, along with the first semester quizzes, unit tests and summative project assessments inform world language high school placement.

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, high school and possibly beyond.

By the end of this course, students will be able to build on their vocabulary associated with travel and vacation, sports and health, daily routines, clothes and shopping, preparing and describing food, ordering meals in a restaurant, and family relationships. the environment and conservation, as well as careers and professions. They learn how to use a variety of grammatical tenses such as the imperfect vs. the preterite, the present subjunctive and the future tenses in preparation for continued study of Spanish in high school.

#### **Unit Guide: (List of Major Units):**

Unit 1: ¡Somos saludables! (We are healthy!)

Unit 2: ¡Vamos de compras! (Let's go shopping!)

Unit 3: La niñez ( Childhood)

Unit 4: Cultura antigua, ciudad moderna (Ancient culture, modern city)

Unit 5: ¡A comer! (Let's eat)

Unit 6: La comunidad ( The community)

Unit 7: Nuestro Futuro (Our future)

### **Enduring Understandings:**

- Daily routines are necessary in order to maintain good healthy habits.
- The way we shop takes on different forms, depending on a country's commercial structure.
- Since the time of ancient civilizations, modern day society has evolved in numerous ways.
- Gastronomy is important in all cultures and represents the style of life in a culture.
- There are similarities and differences between families in different cultures.
- Communities can communicate through media to resolve problems.
- Environmental issues impact all cultures, different professions can contribute to the conservation of the environment.

### **District Unit Assessments and Performance Tasks May Include:**

- Interpersonal and presentational speaking and writing activities
- Teacher-generated quizzes to show mastery of vocabulary and grammar
- Create a presentation outlining daily routine and compare it to a partners
- Role play bargaining done while at an open air market
- Report on a virtual shopping experience
- Write a script and present a fashion show
- Research and report on famous Spanish legends and create an original legend
- Present a cooking segment from a homemade recipe
- Research current environmental issues in Spanish speaking countries and present a broadcast

### **Standards**

[World Readiness Standards for Learning Languages](#)

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

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

### **Resources**

Avancemos 2

Teacher-created resources

District-approved digital tools