



## Greenwich Public Schools Curriculum Overview

### Spanish 3C

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 3C

Full Year (Meets daily)

This course is a continuation of Spanish studied in the 7th grade Spanish 2C course, and moves at a gradual pace. 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 encouraged to use the target language throughout daily lessons, using appropriate language scaffolds and supports, 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.

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, and fairytales/legends. T

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

Unit 1: Una rutina diferente (Daily routine)

Unit 2: A conocer nuevos lugares (Getting to know new places)

Unit 3: ¡Somos saludables! (We are healthy!)

Unit 4: ¡Vamos de compras! (Let's go shopping!)

Unit 5: La niñez (Childhood)

Unit 6: Leyendas (Legends)

#### **Enduring Understandings:**

- Diversion, recreation and communication are critical to fostering friendship and collegiality.
- While the definition of vacation varies from culture to culture, the need to escape from the tedium of daily routines is universal.
- Travel is an invaluable opportunity for tourists to discover new experiences and cultures.
- 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.

### **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
- Compare and contrast amusement parks from a Spanish speaking country and the United States
- Create a presentation outlining daily routine and compare it to a partners
- Design a brochure of a destination of your choice
- Create a presentation of a famous sporting competition
- Report on a virtual shopping experience
- Write a script and present a fashion show
- Research and report on famous Spanish legends and create their own legends

### **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