

3rd Grade American Online School

SPANISH LANGUAGE CURRICULUM

Exploring Language, Culture, and Communication

Version Mar/2025

1. Introduction

The Role of Spanish Language in 3rd Grade

The 3rd Grade Spanish curriculum introduces students to the foundational elements of the Spanish language through playful, purposeful, and interactive experiences. Emphasis is placed on real-life vocabulary, basic grammar, pronunciation, and cultural exploration. Students engage in songs, dialogues, games, and creative projects to build confidence and curiosity in using Spanish.

By the end of this course, students will:

- ✓ Greet others, ask and answer simple questions, and express basic needs.
- ✓ Use vocabulary related to family, food, school, animals, and weather.
- ✓ Read and understand simple Spanish texts, such as poems and signs.
- ✓ Write short sentences and mini-dialogues using common phrases.
- ✓ Demonstrate cultural appreciation through music, food, and celebrations.

2. Core Competence Areas

SP.1 Conversational Foundations

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Use common greetings and introductions in context.
- ✓ Ask and respond to questions about name, age, feelings, and preferences.
- ✓ Engage in basic social interactions with peers.

Competencies

SP.1.A.1 – Building interpersonal communication skills.

- Practice conversational exchanges like "¿Cómo estás?" and "Me gusta..."
- Participate in partner role-plays and question circles.

SP.1.A.2 – Expressing needs and preferences.

- Use simple phrases (e.g., "Necesito ayuda", "No entiendo")
- Choose between options (e.g., food, weather, colors) with visuals and gestures.

SP.2 Vocabulary and Language in Context

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Use thematic vocabulary to talk about daily life and personal interests.
- ✓ Match Spanish words to visuals, sounds, and English equivalents.
- ✓ Apply new vocabulary in songs, skits, and interactive games.

Competencies

SP.2.A.1 – Learning by theme: food, animals, school, weather, family.

- Create illustrated vocabulary books or word walls.
- Label classroom objects and personal items in Spanish.

SP.2.A.2 – Expanding expressive language.

- Use descriptive words (colors, numbers, emotions) to add detail.
 - Practice combining nouns and adjectives (“El perro es grande y blanco.”)
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SP.3 Reading and Listening Comprehension

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Recognize familiar words and phrases in stories, songs, and signs.
- ✓ Respond to listening tasks using pictures, actions, or verbal answers.
- ✓ Follow simple instructions given in Spanish.

Competencies

SP.3.A.1 – Listening actively and responding with meaning.

- Act out scenes from short stories or audio prompts.
- Use Total Physical Response (TPR) strategies in games.

SP.3.A.2 – Developing early reading fluency.

- Read mini-books, poems, and short dialogues.
 - Match sentences to images or rearrange sentence strips.
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SP.4 Writing and Creative Expression

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Write short sentences and dialogues using common vocabulary and phrases.
- ✓ Create bilingual projects and visual stories.
- ✓ Use models to practice sentence patterns and grammar basics.

Competencies

SP.4.A.1 – Writing with sentence starters and frames.

- Use “Yo tengo...”, “Me gusta...”, “Mi familia es...” to begin simple texts.
- Fill in guided writing worksheets and compose group poems

SP.4.A.2 – Creating visuals with language.

- Make comic strips, menus, or identity posters in Spanish.
 - Write and illustrate a mini “Spanish Diary.”
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SP.5 Writing and Creative Expression

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify countries where Spanish is spoken.
- ✓ Explore traditions, music, holidays, and food from Spanish-speaking cultures.
- ✓ Compare customs between cultures respectfully and reflectively.

Competencies

SP.5.A.1 – Exploring world cultures through music and media.

- Listen to traditional songs (e.g., “La Bamba”, “De Colores”).
- Watch short videos or storybooks from Latin America or Spain.

SP.5.A.2 – Celebrating language through projects and performances.

- Celebrate Día de los Muertos, Carnaval, or cultural food festivals.
 - Create “Culture in a Box” projects to share favorite discoveries.
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3. Assessment and Evaluation

Formative Assessments – Daily Language Practice

- ✓ Oral response rounds and partner checks.
- ✓ Vocabulary matching games and flashcard play.
- ✓ Listening tasks with movement or drawing.

Summative Assessments – Project-Based Language Use

- ✓ Illustrated “Mi Libro” mini-book.
- ✓ Group dialogue performance.
- ✓ Vocabulary and sentence quiz with visuals.

Authentic Assessment – Cultural and Personal Expression

- ✓ Identity project (“Yo soy...” collage).
- ✓ Culture Day Celebration with peer presentations.
- ✓ Class participation rubric (speaking, effort, cooperation).

4. Instructional Strategies for Online Learning

Immersive and Visual Learning

- ✓ Use visuals, gestures, songs, and movement constantly.
- ✓ Integrate short Spanish-language videos, books, and games.

Playful Repetition and Engagement

- ✓ Practice language through call-and-response and roleplay.
- ✓ Celebrate every student’s effort to speak and create in Spanish.

Project-Based Integration

- ✓ Art: Create Mexican papel picado or Latin American crafts.
- ✓ Music: Learn cultural dances and rhythms through song.
- ✓ Storytelling: Reimagine fairy tales or family stories in Spanish.