

## Greendale 3rd Grade Curriculum

Proficiency Target	Unit	Essential Questions	Can Do Statements/ACTFL Standards for levels K-HS L2 and Kentucky Standards for HS Levels 3-5	Vocabulary Topics	Exemplar Texts	Assessment(s): Performance Assessments in each mode
Novice High/Intermediate Low	Unit 1: Solviing a Mystery	Guiding Question: Are you able to help solve a mystery by identifying a person based on a detailed description and clues?	I can listen pick out a person by listening to a detailed description. (St 1.2) I can play the game, Guess Who, in Spanish. (St 1.1) I can design and present my ideas about a costume design in a mock business meeting. (St 1.3)	¿Cómo es la persona? ¿alta o baja? ¿Cómo es el pelo? ¿De qué color es? La persona tiene... La persona es... Body parts vocabulary, color words, and descriptive adjectives.	Caperucita Roja -by Jacob Grimm, Wilhelm Grimm, Pau Estrada and James Surges and Mini Misterios Keynote stories	INTERPRETIVE LISTENING/READING: Socrative quiz in which students listen or read descriptions of characters and choose the correct picture. INTERPERSONAL: Students play a version of the elimination game, Guess Who. They ask ¿Es ____? ¿Tiene ____? PRESENTATIONAL: Students create a design for a costume or piñata and "pitch" their idea and description to a party supply company.
	Unit 2: Mi Plato	Essential/Guiding Question (s) – What should we eat to have a healthy body? What do other people eat around the world to have a healthy body? Students will be able to decipher which foods are healthy or not and make good balanced choices. 3.1	Students can understand short conversations about foods and if they are healthy. 1.2 Students can ask questions and answer about which foods are healthy for us. 1.1 Students can present information about something they learned at school about healthy foods. 1.3	¿Qué es saludable (sano) para comer? ¿Qué tienes en tu plato (o lonchera)? Tengo _____ en mi plato. ¿Qué vas a comer? Voy a comer..... FOOD AND MEAL VOCABULARY	Teo Va Al Mercado por Violeta Denou, Teo y La Alimentación	INTERPRETIVE LISTENING/READING: Socrative quiz in which students listen or read descriptions of meals and choose the correct picture. INTERPERSONAL: Students play a food version of the game, Battleship. They ask ¿Tienes x en tu plato? and answer Si/No tengo x en mi plato. PRESENTATIONAL: Students choose to create a skit or individual project in which they ask each other about what their partner plans to eat.
	Unit 3: ¡Soy Activo!	Essential/Guiding Question (s) – How can we be healthy, both physically and mentally? Students consider healthy habits, self-care, and physical and mental activities for a healthy life.	(Interpretive) I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements. 1.2 (Interpersonal) I can exchange information on familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going. 1.1 (Presentational Speaking) I can provide basic information on familiar topics using phrases and simple sentences. 1.3	¿Qué puedes hacer para tener buena salud? Yo puedo..... Healthy habits vocabulary: hacer ejercicio, comer bien, tomar agua, dormir 10 horas cada noche, etc	A-Z Reading books/ Lazytown video series	INTERPRETIVE LISTENING: Visita al Médico. Students listen to an audio recording of a family visit to the doctor. Students answer questions about the doctor visit showing they understand. 1.2 INTERPERSONAL: El Topo Game PRESENTATIONAL: Students create public Service Announcement Video to inform audience on healthy habits

