

**Camden City School District**  
**World Language Curriculum Framework**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

<b>Unit# 5</b>	<b>1<sup>st</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering México</i>		<b>Language:</b> Spanish
<b>Content Area:</b> Spanish integrated with Social Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <b>¿Cuáles son las partes del cuerpo?</b> What are some parts of the body?</li> <li>• <b>¿Qué alimentos te gustan?</b> Which foods do you like?</li> <li>• <b>¿Qué alimentos no te gustan?</b> Which goods do you dislike?</li> <li>• <b>¿Qué usas para comer y beber?</b> What utensils do you use to eat and drink?</li> <li>• <b>¿Cómo estás?</b> How are you feeling?</li> <li>• <b>¿Qué te duele?</b> Where does it hurt?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• An ability to communicate in another language fosters a better understanding of my own language and culture.</li> <li>• The purpose of language study is to communicate so I can understand others and they can understand me.</li> <li>• Custom and tradition vary within a culture, as well as between cultures.</li> </ul>
<b>Big Idea:</b> I want my students to ... <ul style="list-style-type: none"> <li>• name parts of the body</li> <li>• identify Mexican foods and the food pyramid</li> <li>• identify utensils that they use to eat or drink</li> <li>• discuss how they are feeling when talking about a visit to the doctor</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of México</li> <li>• explain that México is a neighbor country to the south of the United States</li> <li>• discuss the different forms of transportation that people can utilize to travel between the United States and México</li> </ul>		
<b><i>New Jersey Student Learning Standards</i></b>		
<u>New Jersey Student Learning Standards- World Language</u> <b>7.1.NM.A.1:</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>7.1.NM.A.2:</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>7.1.NM.A.3:</b> Recognize a few common gestures and cultural practices associated with the target culture(s). <b>7.1.NM.A.:</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.		<u>Standards for Learning Spanish</u> <b>Communication:</b> 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. <b>Culture:</b> 2.1. Practices and perspectives. 2.2. Products and perspectives. <b>Connections:</b> 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. <b>Comparisons:</b>

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<p><b>7.1.NM.A.5:</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>7.1.NM.B.1:</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.B.2:</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3:</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.B.4:</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.B.5:</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1:</b> Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.2:</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3:</b> Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>7.1.NM.C.4:</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5:</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>4.1. Compare languages.</p> <p>4.2. Compare cultures.</p> <p><b>Communities:</b></p> <p>5.1. Spanish beyond the school setting.</p> <p>5.2. Spanish for lifelong learning.</p>	
<p style="text-align: center;"><i>“El cuerpo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ name several body parts</li> <li>▪ Identify what you like to see and hear</li> <li>▪ Identify author’s purpose in reading</li> </ul> <p><b>Vocabulary:</b></p> <p>*cuerpo                      *boca          *brazo                        *cabeza</p>	<p style="text-align: center;"><i>“Los alimentos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Name different foods</li> <li>▪ Identify what you like and do not like to eat</li> </ul> <p><b>Vocabulary:</b></p> <p>*alimentos                  *arroz          *carnes                      *chocolate          *frutas                        *granos          *grasas                        *leche</p>	<p style="text-align: center;"><i>“Los restaurantes”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify eating utensils</li> <li>▪ Identify number of objects</li> </ul> <p><b>Vocabulary:</b></p> <p>*cuchara          *cuchillo          *plato          *servilleta</p>	<p style="text-align: center;"><i>“La salud”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Express when they are hurt</li> <li>▪ Express how they are feeling</li> </ul> <p><b>Vocabulary:</b></p> <p>*doctor /doctora          *salud          *visita          *curar</p>

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<p>* mano                      *nariz *ojo                          * oreja *pie                          *pierna</p> <p><b>Vocabulary Development Strategies:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b>Sentence Stem:</b></p> <ul style="list-style-type: none"> <li>▪ ¿Qué mueves?</li> <li>▪ ¿Qué te gusta oír/ver?</li> <li>▪ ¿Qué tiene/tienes...?</li> <li>▪ Yo muevo...</li> </ul> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b> “¿Qué tiene Becky?”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*papa                      *pera *piña                      *pollo *pudin                    *tamal *tortilla                  *verduras *anaranjada(o)</p> <p><b>Vocabulary Development Strategies:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b>Sentence Stem:</b></p> <ul style="list-style-type: none"> <li>▪ ¿Qué comes/ bebes?</li> <li>▪ ¿Qué te gusta?</li> <li>▪ Yo como/bebo....</li> </ul> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b> “La comida Mexicana”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*tenedor *vaso *restaurante</p> <p><b>Vocabulary Development Strategies:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b>Sentence Stem:</b></p> <ul style="list-style-type: none"> <li>▪ ¡bienvenidos!</li> <li>▪ ¿Cuántos hay?</li> <li>▪ Hay...</li> <li>▪ ¿Qué quieres/ quieren comer?</li> <li>▪ Quiero comer... y quiero beber...</li> <li>▪ (No) quiero/ Quiere comer...</li> <li>▪ ¿Qué usas para beber/comer?</li> <li>▪ Uso un/una...</li> </ul> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b> “Las amigas y los amigos”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*doler *enfermo (a) *playa/playas</p> <p><b>Vocabulary Development Strategies:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b>Sentence Stem:</b></p> <ul style="list-style-type: none"> <li>▪ ¿Cómo estás?</li> <li>▪ Estoy bien/mal</li> <li>▪ ¿Qué te duele?</li> <li>▪ Me duele/duelen...</li> </ul> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b> “Una visita a la doctora”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>
<p><b>Summative Assessment:</b> “Álbum de recuerdos”: (Scrapbook) Students will create their own álbum de recuerdos as they accompany Kate y Becky on their travels.</p>			
<p><b>Resources:</b> Descubre Español: Level A, Benchmark Universe eBooks, <a href="#">Scaffolding Options for ELLs</a>, <i>American Sign Language</i> <a href="https://www.handspeak.com/word/search/index.php?id=4676">https://www.handspeak.com/word/search/index.php?id=4676</a></p>			

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<b>Unit# 6</b>	<b>1<sup>st</sup> Grade</b>	<b>Time Frame:</b> 3-4 weeks
<b>Theme:</b> <i>Discovering Argentina</i>		<b>Language:</b> Spanish
<b>Content Area:</b> Spanish integrated with Social Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• ¿Cómo viajas? How do you travel?</li> <li>• ¿Cómo está el tiempo? What’s the weather like?</li> <li>• ¿Cuáles son las estaciones? What are the seasons?</li> <li>• ¿Qué reciclas? What do you recycle?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• An ability to communicate in another language fosters a better understanding of my own language and culture.</li> <li>• The purpose of language study is to communicate so I can understand others and they can understand me.</li> <li>• Custom and tradition vary within a culture, as well as between cultures.</li> </ul>
<b>Big Idea:</b> I want my students to ... <ul style="list-style-type: none"> <li>• name different means of transportation</li> <li>• discuss the weather</li> <li>• identify the four seasons</li> <li>• identify recyclable materials</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of Argentina</li> <li>• describe how people travel from the United State to Argentina</li> <li>• describe the weather in different areas of the world</li> <li>• identify the four seasons</li> <li>• discuss recyclable materials and the importance of recycling</li> </ul>		
<i>New Jersey Student Learning Standards</i>		
<u>New Jersey Student Learning Standards- World Language</u> <b>7.1.NM.A.1:</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>7.1.NM.A.2:</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>7.1.NM.A.3:</b> Recognize a few common gestures and cultural practices associated with the target culture(s). <b>7.1.NM.A.:</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.		<u>Standards for Learning Spanish</u> <b>Communication:</b> 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. <b>Culture:</b> 2.1. Practices and perspectives. 2.2. Products and perspectives. <b>Connections:</b> 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture.

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<p style="text-align: center;"><i>“Los viajes”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Name various means of transportation</li> <li>▪ Identify how people travel around the world</li> <li>▪ Identify the author’s point of view in the story</li> </ul>	<p style="text-align: center;"><i>“El tiempo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify weather conditions</li> </ul> <p><b>Vocabulary:</b></p> <p>*playa                      *sol</p> <p>*tiempo                      *lluvioso</p> <p>*nublado                      *soleado</p> <p><b>Vocabulary Development Strategies:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> </ul>	<p style="text-align: center;"><i>“La estaciones”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the four seasons</li> <li>▪ Discuss the weather conditions during each season</li> </ul> <p><b>Vocabulary:</b></p> <p>*otoño</p> <p>*invierno</p>	<p style="text-align: center;"><i>“El reciclaje”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify recyclable materials</li> </ul> <p><b>Vocabulary:</b></p> <p>*reciclaje</p> <p>*reciclar</p>

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<p><b><u>Vocabulary:</u></b>          *avión                      *barco          *bus                            *carro          *tren                            *agua          *aire                            *tierra          *viaje</p> <p><b><i>Vocabulary Development Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b><u>Sentence Stem:</u></b></p> <ul style="list-style-type: none"> <li>▪ ¿Cómo te gusta viajar?</li> <li>▪ Me gusta viajar en...</li> <li>▪ ¿Cómo viaja(n)?</li> <li>▪ Viaja(n) en...</li> </ul> <p><b><i>Writing Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>          “¿Cómo viajan?”</p> <p><b><i>Reading Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Language Experience Approach (LEA)</li> </ul> <p><b><u>Sentence Stem:</u></b></p> <ul style="list-style-type: none"> <li>▪ ¿Cómo está el tiempo?</li> </ul> <p><b><i>Writing Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>          “¿Cómo está el tiempo hoy?”</p> <p><b><i>Reading Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*primavera          *verano          *estación/estaciones</p> <p><b><i>Vocabulary Development Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b><u>Sentence Stem:</u></b></p> <ul style="list-style-type: none"> <li>▪ ¿Qué estación es?              Hace calor/frío</li> <li>▪ Hace mucho...</li> </ul> <p><b><i>Writing Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>          “¿Qué estación es?”</p> <p><b><i>Reading Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*botella          *contenedor          *latas          *papeles          *periódicos          *plásticos          *vidrios</p> <p><b><i>Vocabulary Development Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Language Experience Approach (LEA)</li> </ul> <p><b><u>Sentence Stem:</u></b></p> <ul style="list-style-type: none"> <li>▪ ¿Qué reciclas?</li> <li>▪ Yo reciclo...</li> </ul> <p><b><i>Writing Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>          “¿Para qué es?”</p> <p><b><i>Reading Strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>
<p><b>Summative Assessment:</b>          “Álbum de recuerdos”: (Scrapbook)          Students will create their own álbum de recuerdos as they accompany Kate y Becky on their travels.</p>			
<p><b>Resources:</b> Descubre Español: Level A, Benchmark Universe eBooks, <a href="https://www.handspeak.com/word/search/index.php?id=4676">Scaffolding Options for ELLs</a>, <i>American Sign Language</i></p>			