

**Camden City School District**  
**World Language Curriculum Framework**  
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>Unit# 3</b>	<b>2<sup>nd</sup> Grade</b>	<b>Time Frame:</b> 3-4 weeks
<b>Theme:</b> <i>Discovering Chile</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>¿Qué encontramos en la escuela?</b> What do we find at school?</li> <li>• <b>¿Qué juegos jugamos en la escuela?</b> What games do we play at school?</li> <li>• <b>¿Cómo se dice la hora del día?</b> How do you tell the time of day?</li> <li>• <b>¿Qué aprendemos en la escuela?</b> What do we learn at school?</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>• Identify places in a school</li> <li>• Identify playground games</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of Chile</li> <li>• explain that Chile is a country where people speak Spanish</li> <li>• discuss the school system in Chile</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.4:</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions. <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.		<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> 4.1. Compare languages. 4.2. Compare cultures.

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<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><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>“La escuela”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify school supplies</li> <li>▪ Identify the days of the week</li> <li>▪ Identify main idea and details</li> </ul> <p><b>Vocabulary:</b></p> <p>*calendario            *lunes        *crayon/crayones    *martes</p>	<p style="text-align: center;"><i>“Los juegos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify games played in school</li> </ul> <p><b>Vocabulary:</b></p> <p>*ajedrez                *cuerda        *damas                 *escondidas        *fútbol                 *luche        *juego de mesa        *patio        *salon de clase        *juego, juegos</p>	<p style="text-align: center;"><i>“La hora”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the time</li> <li>▪ Identify how to differentiate between activities done in the morning and the afternoon</li> </ul> <p><b>Vocabulary:</b></p> <p>*biblioteca        *cafatería</p>	<p style="text-align: center;"><i>“Las clases”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize different forms of media</li> <li>▪ Identify academic subjects</li> </ul> <p><b>Vocabulary:</b></p> <p>*arte        *ciencias        *español        *inglés</p>

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<p>*lápiz/lápices      *miércoles          *libro                *jueves          *escuela            *viernes          *Maestro/Maestra *sábado          *salon de clase    *domingo          *útiles                *día          *fin de semana    *hoy</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 día es hoy?</li> <li>▪ Hoy es.....</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>  <i>“El salón de clase”</i></p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*escondido(a)</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>▪ ¿Dónde estás tú?</li> <li>▪ Yo estoy...</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>  <i>“Los juegos en la escuela”</i></p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*ciencias          *matemáticas          *música          *reloj</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>▪ ¿A dónde vas?</li> <li>▪ Yo voy a la/ al</li> <li>▪ Por la mañana</li> <li>▪ Por la tarde</li> <li>▪ ¿Qué hora es?</li> <li>▪ Es la una/Son las...</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>  <i>“Vamos a la escuela”</i></p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*música          *almuerzo          *clase          *hoarario</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 estudias?</li> <li>▪ Estudio....</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>  <i>“Una página web”</i></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 B, 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>			

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<b>Unit# 4</b>	<b>2<sup>nd</sup> Grade</b>	<b>Time Frame:</b> 3-4 weeks
<b>Theme:</b> <i>Discovering Costa Rica</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 animales pueden ser mascotas?</b> Which animals can be pets?</li> <li>• <b>¿Cuáles son algunos hogares para las mascotas?</b> What are some homes for pets?</li> <li>• <b>¿Cómo se mueven los animales?</b> How do animals move?</li> <li>• <b>¿Cuáles son las partes del cuerpo de los animales?</b> What are the parts of animals' bodies?</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>• Identify and describe various types of pets</li> <li>• Identify types of homes for pets</li> <li>• Describe how animals move</li> <li>• Compare the actions of domestic animals and wild animals</li> <li>• Identify parts of animals</li> <li>• Classify animals by the parts if their bodies</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• Learn about the country of Costa Rica</li> <li>• Explain that Costa Rica is a country where people speak Spanish</li> <li>• Discuss the different animals that live in Costa Rica</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).		<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>

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<p><b>7.1.NM.A.:</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <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>3.1. Interdisciplinary connections.</p> <p>3.2. Viewpoints through language/ culture.</p> <p><b>Comparisons:</b></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>“Los animales”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify different pets</li> <li>▪ Describe and compare animals by size and color</li> <li>▪ Make inferences</li> </ul> <p><b>Vocabulary:</b></p> <p>*culebra                      *gato</p>	<p style="text-align: center;"><i>“¿Dónde viven las mascotas?”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe different types of pet homes</li> <li>▪ Read and interpret a pictograph</li> </ul> <p><b>Vocabulary:</b></p> <p>*ccasita de perro</p>	<p style="text-align: center;"><i>“¿Cómo se mueven los animals?”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Use action words to describe how animals move.</li> <li>▪ Compare the movements of domestic and wild animals</li> </ul> <p><b>Vocabulary:</b></p>	<p style="text-align: center;"><i>“¿Cómo son los animals?”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize different forms of entertainment</li> <li>▪ Identify the body parts of different animals</li> </ul> <p><b>Vocabulary:</b></p> <p>*alas</p>

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<p>*jaguar           *loro          *mariposa       *mono          *pájaro           *pató          *perro            *pez/peces          *tarantula       *granja          *mascota</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>▪ Más grande/pequeño que</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 mascotas de Daniel”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>C*hogar/hogares          *jaula          *pecera</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> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b>          “La tienda de mascotas”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*iguana          *jaguar          *loro          *mono          *rana          *Tortuga          *camina/caminan          *corre/corren          *nada/nadan          *salta.saltan          *vuela/vuelan</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 se mueve(n)?</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>          “Los animales en el parque”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*aletas          *cola          *orejas          *patas          *tigre          *veterinario          *lento(a)          *rápido(a)</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 es/son?</li> <li>▪ ¿Qué tiene(n)</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>          “Un videojuego”</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 B, 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>			