

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

<b>Unit# 7</b>	<b>3<sup>rd</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering Venezuela</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 algunas profesiones?</b> What are some professions?</li> <li>• <b>¿Qué hacen las personas en sus trabajos?</b> What do people do at their jobs?</li> <li>• <b>¿Qué herramientas usan las personas para trabajar?</b> What tools do people use at their jobs?</li> <li>• <b>¿Dónde trabajan las personas?</b> Where do people work?</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 several professions</li> <li>• Describe different types of jobs</li> <li>• Identify workplace equipment and tools</li> <li>• Identify places where people work</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of Venezuela</li> <li>• explain that Venezuela is a country where people speak Spanish</li> <li>• discuss the different professions that are available in Venezuela</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.

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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><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 trabajos y las profesiones”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and name some occupations</li> <li>▪ Identify main idea and details in a story</li> </ul>	<p style="text-align: center;"><i>“Los trabajos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe actions performed by people on their jobs</li> </ul> <p><b>Vocabulary:</b></p> <p>*cuadro</p> <p>*enfermos</p>	<p style="text-align: center;"><i>“Las herramientas de trabajo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify tools used by different professionals</li> <li>▪ Explain how work tools are used.</li> </ul>	<p style="text-align: center;"><i>“Los lugares de trabajo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify places where professionals work</li> <li>▪ Describe professionals in their communities</li> </ul>

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<ul style="list-style-type: none"> <li>▪ Describe a profession that you would like to have in the future</li> </ul> <p><b><u>Vocabulary:</u></b>  *cocinero/cocinera  *doctor/doctora  *músico/música  *pintor/pintora  *policía  *profesión/profesiones  *trabajo</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 vas a ser?</li> <li>▪ Yo voy a ser...</li> <li>▪ ¿Quién es?</li> <li>▪ Él/Ella es...</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>  “La familia de Karina”</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>*instrument  *sopa  *veterinario  *ayudo/ayuda  *cocino/cocina  *cuido.cuida  *enseño, enseña  *pinto/pinta  *toco/toca</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 hace?</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 hacen?”</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><u>Vocabulary:</u></b>  *herramienta  *cámara  *computadora  *cuchillo  *fotografía  *guitarra  *pincel  *silbato  *pegamento  *regla</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> <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>  “Las herramientas ”</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><u>Vocabulary:</u></b>  *estación de policía  *studio de arte  *hospital  *oficina  *restaurante  *teatro</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>▪ ¿Dónde trabaja?</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>  “Un videojuego ”</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 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# 8</b>	<b>3<sup>rd</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering Cuba</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>¿Cómo preparas una esta decumpleaños?</b> How do you prepare a birthday party?</li> <li>• <b>¿Cómo es una esta decumpleaños?</b> What's a birthday party like?</li> <li>• <b>¿Qué hacen las personas en un carnaval?</b> What do people do at a carnival?</li> <li>• <b>¿Cómo es un carnaval?</b> What's a carnival like?</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 compare aspects of cultural celebrations</li> <li>• Describe cultural elements related to music, dance, songs and musical instruments</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• Learn about the country of Cuba</li> <li>• Explain that Cuba is a country where people speak Spanish</li> <li>• Identify specific Cuban musical instruments</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. <b>Comparisons:</b> 4.1. Compare languages.

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<p style="text-align: center;"><i>“Las fiestas”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify items you will need for a party</li> <li>▪ Recognize the sequence of events</li> </ul> <p><b>Vocabulary:</b> *cumpleaños</p>	<p style="text-align: center;"><i>“Los cumpleaños”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify activities that people do at celebrations</li> <li>▪ Describe feelings at celebrations</li> </ul> <p><b>Vocabulary:</b> *baile</p>	<p style="text-align: center;"><i>“Las celebraciones”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe community celebrations</li> </ul> <p><b>Vocabulary:</b> *cabezón/cabezones *carnival *celebración/celebraciones</p>	<p style="text-align: center;"><i>“Las tradiciones”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify several Cuban musical instruments</li> <li>▪ Compare celebrations</li> </ul> <p><b>Vocabulary:</b> *celebración/celebraciones *tradición/tradiciones</p>

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<p>*fiesta          *globo          *gorro          *invitación/invitaciones          *pastel          *piñata          *vela</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: (Verbs)</b></p> <ul style="list-style-type: none"> <li>▪ Beber</li> <li>▪ Comer</li> <li>▪ Celebrar</li> <li>▪ Comprar</li> <li>▪ Decorar</li> <li>▪ Preparar</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 niños preparan una fiesta”</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>*churro          *regalo          *vela          *cantan          *juegan</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: (Verbs)</b></p> <ul style="list-style-type: none"> <li>▪ ¿Cuántos años tienes?</li> <li>▪ Yo tengo... años de</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 cumpleaños de Andrés”</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>*desfile          *disfraz/disfraces          *instrument/instrumentos          *máscara/mascaras          *bailar          *cantar          *celebran</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>  <i>“El carnaval de Santiago?”</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>*bongos          *congas          *maracas</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>▪ Me gusta....</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 carta”</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>  <i>“Álbum de recuerdos”</i>: (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>  <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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