

**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>4<sup>th</sup> Grade</b>	<b>Time Frame:</b> 3-4 weeks
<b>Theme:</b> <i>Discovering España</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 the parts of the body?</li> <li>• <b>¿Cuáles son los cinco sentidos?</b> What are the five senses?</li> <li>• <b>¿Qué debes comer para estar saludable?</b> What should you eat to stay healthy?</li> <li>• <b>¿Cuáles son algunos hábitos saludables?</b> What are some healthy habits?</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 parts of the body</li> <li>• Identify the five senses</li> <li>• Describe what types of foods you need to eat to stay healthy</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• Learn about the country of España</li> <li>• Explain that España is a country where people speak Spanish</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><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>4.2. 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>“Las partes del cuerpo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify parts of the body</li> <li>▪ Describe a sequence of events using primero(first), después (next), and por ultimo(last).</li> </ul>	<p style="text-align: center;"><i>“Los sentidos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the five senses</li> <li>▪ Describe how things look, smell, feel, taste, or sound</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>*agua</li> <li>*arroz</li> </ul>	<p style="text-align: center;"><i>“La alimentación”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe what a person should eat to stay healthy</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>*frutas</li> <li>*papas</li> <li>*frutas</li> <li>*pescado</li> </ul>	<p style="text-align: center;"><i>“Hábitos saludables”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss healthy habits</li> <li>▪ Describe what people should do to stay healthy</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>*alimentos</li> <li>*cabeza</li> </ul>

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<p><b><u>Vocabulary:</u></b>  *las partes del cuerpo  *boca  *brazo  *cabello  *cara  *cuerpo  *dientes  *mano  *nariz  *ojo  *oreja  *pie  *pierna</p> <p><b><u>Vocabulary Development Strategies:</u></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>▪ Primero...</li> <li>▪ Después...</li> <li>▪ Por ultimo...</li> </ul> <p><b><u>Writing Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>  “ ¡Listos para bailar!”</p> <p><b><u>Reading Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*café  *carne  *helado  *hielo  *jugo  *sopa  *caliente  *frío(a)</p> <p><b><u>Vocabulary Development Strategies:</u></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: (verbs)</u></b></p> <ul style="list-style-type: none"> <li>▪ Oír</li> <li>▪ Oler/Huele</li> <li>▪ Tocar</li> <li>▪ Ver</li> </ul> <p><b><u>Writing Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>  “ Daniel y Sofía bailan flamenco”</p> <p><b><u>Reading Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*tomate  *pollo  *verduras</p> <p><b><u>Vocabulary Development Strategies:</u></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>▪ Me gusta.....</li> <li>▪ No me gusta....</li> </ul> <p><b><u>Writing Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>  “ Daniel y Sofía van a un restaurante”</p> <p><b><u>Reading Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*salud  *tarjeta  *saludable</p> <p><b><u>Vocabulary Development Strategies:</u></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 te duele?</li> <li>▪ Me duele...</li> </ul> <p><b><u>Writing Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b><u>Read Aloud:</u></b>  “ Una tarjeta electrónica”</p> <p><b><u>Reading Strategies:</u></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>			

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**Resources:** Descubre Español: Level C, Benchmark Universe eBooks, [\*Scaffolding Options for ELLs\*](#), *American Sign Language*  
<https://www.handspeak.com/word/search/index.php?id=4676>

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<b>Unit# 2</b>	<b>4<sup>th</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering Uruguay</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 los meses del año?</b> What are the months of the year?</li> <li>• <b>¿Qué tiempo hace en cada estación del año?</b> What's the weather like in each season of the year?</li> <li>• <b>¿Cuáles son algunos lugares para visitar y cómo viajas a estos lugares?</b> What are some places to visit and how do you travel to these places?</li> <li>• <b>¿Cómo usas un mapa?</b> How do you use a map?</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 the months of the year and the holidays celebrated in those particular months.</li> <li>• Identify the seasons</li> <li>• Understand and discuss the weather forecast</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of Uruguay</li> <li>• explain that Uruguay is a country where people speak Spanish</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>

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<p style="text-align: center;"><i>“El calendario”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the months of the year</li> <li>▪ Recognize the main idea and details in a story</li> </ul> <p><b>Vocabulary:</b></p>	<p style="text-align: center;"><i>“Las estaciones del año y el tiempo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the seasons of the year</li> <li>▪ Discuss the weather for each season</li> <li>▪ Describe the weather</li> </ul>	<p style="text-align: center;"><i>“Lugares para visitar”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss places they like to visit</li> <li>▪ Identify means of transportation</li> <li>▪</li> </ul> <p><b>Vocabulary:</b></p>	<p style="text-align: center;"><i>“Los mapas y el tiempo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of maps</li> <li>▪ Understand and discuss a weather report</li> </ul>

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<p>*enero            *ayer  *febrero        *hoy  *marzo          *mañana  *abril  *mayo  *junio  *julio  *agosto  *septiembre  *octubre  *noviembre  *diciembre</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>  <i>Writing Strategies:</i></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b>  “Vacaciones en diciembre”</p> <p><i>Reading Strategies:</i></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p><b>Vocabulary:</b>  *las estaciones del año  *primavera  *verano  *otoño  *invierno  *caluroso  *fresco  *lluvioso  *nublado  *soleado</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 tiempo hace?</li> <li>▪ Hace calor/frío</li> </ul> <p><i>Writing Strategies:</i></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b>  “Tiempo de verano y de invierno”</p> <p><i>Reading Strategies:</i></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*autobus  *avión  *barco  *bicicleta  *carro  *tren  *lago  *mar  *montaña  *río  *viaje</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...?</li> <li>▪ Navegó (por)</li> </ul> <p><i>Writing Strategies:</i></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b>  “Los viajes de María”</p> <p><i>Reading Strategies:</i></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the weather patterns in different parts of the world.</li> </ul> <p><b>Vocabulary:</b>  *informe del tiempo  *mapa  *meteorólogo  *país  *periódico  *tiempo</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>  <i>Writing Strategies:</i></p> <ul style="list-style-type: none"> <li>• Key Sentence Frames</li> </ul> <p><b>Read Aloud:</b>  “El informe del tiempo”</p> <p><i>Reading Strategies:</i></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 C, 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>			