

**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>5<sup>th</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering Puerto Rico</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 algunos aparatos electrónicos y para qué se usan?</b> What are some electronic devices and what are they used for?</li> <li>• <b>¿Cómo se usan los aparatos electrónicos?</b> How are some electronic devices used?</li> <li>• <b>¿Qué hacen algunos trabajadores y qué herramientas usan?</b> What do some workers do and what tools do they use?</li> <li>• <b>¿Cómo cambian los aparatos electrónicos?</b> How do electronic devices change?</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 some electronic devices</li> <li>• Understand how to take care of the electronic devices</li> <li>• Describe different characteristics of electronic devices</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• Learn about the country of Puerto Rico</li> <li>• Explain that Puerto Rico is a country where people speak Spanish</li> <li>• Discuss the effects of living on an island and how this affects the lifestyle that people live</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.4:</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. 4.2. Compare cultures.</p> <p><b>Communities:</b></p> <p>5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.</p>	
<p><i>“Los aparatos electrónicos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify some electronic devices</li> <li>▪ Describe how the electronic devices are used</li> <li>▪ Identify the main idea and details in a text</li> </ul> <p><b>Vocabulary:</b></p> <p>*aparato electrónico</p>	<p><i>“¿Cómo se usan?”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Learn rules that apply to the computer lab</li> <li>▪ Explain how some electronic devices are used</li> </ul> <p><b>Vocabulary:</b></p> <p>*laboratorio *armar/.desarmar *cuidar/discuidar</p>	<p><i>“Las herramientas de trabajo”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Identify different professions and occupations</li> <li>▪ Explain the occupations of workers in the community</li> </ul>	<p><i>“¿Cómo cambian?”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe electronic devices</li> <li>▪ Explain how electronic devices have changed in their community</li> </ul> <p><b>Vocabulary:</b></p> <p>*radio *teléfono *televisor</p>

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<p>*cámara *computadora *teléfono *teléfono celular *televisor</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>▪ ¿Para qué se usa?</li> <li>▪ ¿Qué es eso/esto?</li> <li>▪ Eso/Esto 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> “Las cámaras”</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Teacher Read Aloud</li> </ul>	<p>*obedecer/desobedecer *hacer/deshacer *difícilmente/fácilmente *felizmente/tristemente Lentamente.rápidamente</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 lento(a)/rápido(a) 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> “Reglas del laboratorio de computadoras”</p> <p><b>Reading Strategies:</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>▪ Identify specific tools used for different occupations</li> </ul> <p><b>Vocabulary:</b></p> <p>*arquitecto/arquitecta *bombero/bombrera * cartero/cartera *dentist *escritor/escritora *maestro/maestra *medico/médica *periodista *profesión/profesiones</p> <p style="text-align: center;"><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> “Los trabajadores de la comunidad”</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>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 era/eran...?</li> <li>▪ ¿Cómo es/son...?</li> <li>▪ Más difícil/difíciles de usar..</li> <li>▪ Más fácil/fáciles de usar..</li> <li>▪ Más grande/pequeño..</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 juego de computadora”</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 C, Benchmark Universe eBooks, <a href="#">Scaffolding Options for ELLs</a>, <a href="#">American Sign Language</a> <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# 8</b>	<b>5<sup>th</sup> Grade</b>	<b>Time Frame: 3-4 weeks</b>
<b>Theme:</b> <i>Discovering Guatemala</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 es la fiesta de quince años y cómo se celebra?</b> What is the quince años party and how is it celebrated?</li> <li>• <b>¿Qué es el Día de los Muertos y cómo se celebra?</b> What is The Day of the Dead and how is it observed?</li> <li>• <b>¿Cómo celebra un país su Día de la Independencia?</b> How does a country celebrate its Independence Day?</li> <li>• <b>¿Cómo celebras algunas fiestas con tus amigos?</b> How do you celebrate some holidays with your friends?</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>• describe family celebrations</li> <li>• explain how some holidays are observed</li> </ul> I want my students to... <ul style="list-style-type: none"> <li>• learn about the country of Guatemala</li> <li>• explain that Guatemala is a country where people speak Spanish</li> <li>• discuss Guatemala's Independence Day.</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.		<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><i>“Celebraciones familiares”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Explain how families celebrate a <i>fiesta de quince años</i></li> <li>▪ Describe how some Hispanic families celebrate birthdays</li> </ul>	<p><i>“Celebraciones de la comunidad”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Describe traditions in Guatemala</li> <li>▪ Identify objects and activities associated with different celebrations</li> </ul> <p><b>Vocabulary:</b></p> <p>*barrilete</p>	<p><i>“Celebraciones del país”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss <i>el Día de la Independencia</i> in Guatemala</li> <li>▪ Describe how they celebrate Independence Day</li> </ul> <p><b>Vocabulary:</b></p> <p>*bandera</p> <p>*país</p>	<p><i>“Celebraciones con amigos”</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss appropriate gifts for certain celebrations</li> <li>▪ Describe a holiday represented in a Hispanic country and one in the community.</li> </ul>

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<ul style="list-style-type: none"> <li>▪ Identify the author’s purpose</li> </ul> <p><b><u>Vocabulary:</u></b>          *celebración          *cumpleaños          *desfile          *fiesta          *pastel          *pedacito          *quince</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>  <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>          “La fiesta de quince años”</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>*comida          *marimba          *música          *pan          *el Día de los Muertos</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>  <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>          “El Día de los Muertos”</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>*canción/canciones          *importante</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>  <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>          “El Día de la Independencia”</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><u>Vocabulary:</u></b>          *anuncio          *chocolate          *corazón/corazones          *muñeca          *precio          *regalo</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>  <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>          “Un anuncio informativo”</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>			
<p><b>Resources:</b> Descubre Español: Level C, 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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