

Spanish (Grades 6-8)

Link Community Charter School

UNITS (3/3 SELECTED)

- Unit 1: Grade 6
- Unit 1: Grade 7
- Unit 3: Grade 8

SUGGESTED DURATION

80 lessons

80 lessons

80 lessons

Unit 1: Grade 6

Spanish (Grades 6-8) - Last Updated on May 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - World Languages - Novice Low - Interpersonal (2020)

7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4

React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5

Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

New Jersey (NJSLS) - World Languages - Novice Low - Interpretive (2020)

7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3

Recognize a few common gestures associated with the target culture(s).

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7.1.NL.IPRET.4

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

New Jersey (NJSL) - World Languages - Novice Low - Presentational (2020)

7.1.NL.PRSNT.1

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3

Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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DESIRED RESULTS

Established Goals

Established Goals

Students will be able to gather evidence to form responses to the following essential questions:

How can I use Spanish language to describe the world around me?

Transfer

Students will be able to independently use their learning to...

Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
 - Spanish speaking cultures share similarities and differences with students' own cultural backgrounds.

Essential Questions

- Students will keep considering...
- How are Spanish cultures similar to and different from my own?
 - How can I use the Spanish language to effectively describe the world around me?

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

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Acquisition	
<ul style="list-style-type: none"> • Other languages contain words, phrases, and symbols that contain similar meaning to those of their own culture. • Language can be used to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. 	<ul style="list-style-type: none"> • Recognize and identify a few typical practices of different Spanish cultures. • Recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. • Demonstrating understanding of spoken and written communication within appropriate cultural contexts. • Carrying novice level written and verbal conversations with peers and teachers in the target language.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Rubrics provided by instructors from languages.fuelededucation.com through Link Community Charter School's partnership, and differ on assignment basis.</p>	<p>Performance Task(s):</p> <p>Including but not limited to:</p> <p>Do Nows and Exit Tickets Vocabulary Practice Interactive Activities and Simulations Verbal and Written Quizzes and Tests Conversation Practice</p>
	<p>Other Evidence:</p>

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All lessons, learning events, online activities, and instructional tools are provided through Link Community Charter School's partnership with [languagededucation.com](https://www.languagededucation.com):

Lesson 1: Greetings

Lesson 2: Numbers

Lesson 3: Family

Lesson 4: Colors

Lesson 5: School

Lesson 6: Review

Lesson 7: Body

Lesson 8: Animals

Lesson 9: Calendar

Lesson 10: Food

Lesson 11: Descriptions

Lesson 12: Review

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 1: Grade 7

Spanish (Grades 6-8) - Last Updated on May 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - World Languages - Novice Mid - Interpretive (2020)
7.1.NM.IPRET.1
Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2
Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3
Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4
Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5
Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
New Jersey (NJSLS) - World Languages - Novice Mid - Interpersonal (2020)
7.1.NM.IPERS.1
Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2
Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3
Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4
Give and follow simple oral and written directions, commands, and requests when participating in classroom and

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cultural activities.
7.1.NM.IPERS.5
Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6
Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
New Jersey (NJSL) - World Languages - Novice Mid - Presentational (2020)
7.1.NM.PRSNT.1
Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2
State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4
Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6
Name and label tangible cultural products associated with climate change in the target language regions of the world.

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DESIRED RESULTS

Established Goals

Established Goals

Students will be able to gather evidence to form responses to the following essential questions:

How can I use the Spanish language to describe myself and the world around me in conversation with others?

Transfer

Students will be able to independently use their learning to...

Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
 - Spanish speaking cultures share similarities and differences with students' own cultural backgrounds.

Essential Questions

- Students will keep considering...
- How are Spanish cultures similar to and different from my own?
 - How can I use the Spanish language to effectively communicate with others?

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

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Acquisition	
<ul style="list-style-type: none"> • Other languages contain words, phrases, and symbols that contain similar meaning to those of their own culture. • Language can be used to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. 	<ul style="list-style-type: none"> • Recognize and identify a few typical practices of different Spanish cultures. • Recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. • Demonstrating understanding of spoken and written communication within appropriate cultural contexts. • Carrying novice level written and verbal conversations with peers and teachers in the target language.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Rubrics provided by instructors from languages.fuelededucation.com through Link Community Charter School's partnership, and differ on assignment basis.</p>	<p>Performance Task(s): Including but not limited to:</p> <ul style="list-style-type: none"> Do Nows and Exit Tickets Vocabulary Practice Interactive Activities and Simulations Verbal and Written Quizzes and Tests Conversation Practice
	<p>Other Evidence:</p>

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All lessons, learning events, online activities, and instructional tools are provided through Link Community Charter School's partnership with languages.fuelededucation.com:

Lesson 1: Family

Lesson 2: Numbers

Lesson 3: Greetings

Lesson 4: Adjectives/ Feelings

Lesson 5: Food

Lesson 6: Community/ Professions

Lesson 7: Body

Lesson 8: Review

Lesson 9: Animals

Lesson 10: Colors

Lesson 11: Clothes

Lesson 12: Weather and Seasons

Lesson 13: School


Lesson 14: Calendar

Lesson 15: Months

Lesson 16: Review

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: Grade 8

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STANDARDS ADDRESSED

New Jersey (NJSLS) - World Languages - Novice Mid - Interpersonal (2020)
7.1.NM.IPERS.1
Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2
Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3
Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4
Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5
Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6
Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
New Jersey (NJSLS) - World Languages - Novice Mid - Interpretive (2020)
7.1.NM.IPRET.1
Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2
Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3

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Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5

Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

New Jersey (NJSLS) - World Languages - Novice Mid - Presentational (2020)

7.1.NM.PRSNT.1

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6

Name and label tangible cultural products associated with climate change in the target language regions of the world.

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DESIRED RESULTS

Established Goals

Established Goals

Students will be able to gather evidence to form responses to the following essential questions:

How can I use the Spanish language to describe myself and the world around me in writing and conversation with others?

Transfer

Students will be able to independently use their learning to...

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
 - Spanish speaking cultures share similarities and differences with students' own cultural backgrounds.

Essential Questions

- Students will keep considering...
- How are Spanish cultures similar to and different from my own?
 - How can I use the Spanish language to effectively communicate with others, verbally and in writing?

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

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Spanish (Grades 6-8) - Last Updated on May 19, 2022

Acquisition

<ul style="list-style-type: none">• Target languages contain words, phrases, and symbols that contain similar meaning to those of their own culture.• Language can be used to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	<ul style="list-style-type: none">• Recognize and identify a few typical practices of different Spanish cultures.• Recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.• Demonstrating understanding of spoken and written communication within appropriate cultural contexts.• Carrying novice level written and verbal conversations with peers and teachers in the target language.
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

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	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All lessons, learning events, online activities, and instructional tools are provided through Link Community Charter School's partnership with languages.fuelededucation.com:

Lesson 1: Los saludos

Lesson 2: La familia

Lesson 3: Los pasatiempos

Lesson 4: La escuela

Lesson 5: Las descripciones

Lesson 6: La casa

Lesson 7: La salud y el cuerpo

Lesson 8: El calendario

Lesson 9: Review

Lesson 10: Los numeros

Lesson 11: La hora

Lesson 12: La ropa

Lesson 13: La comida

Lesson 14: Los animales

Lesson 15: El clima

Lesson 16: El transporte y el viaje

Lesson 17: Los lugares

Lesson 18: Review

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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