

2023-2024 World Language Unit Framework

Elementary Kindergarten

NL (1) Me and My Classroom

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NL (1) Me and My Classroom</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x/week- 18 classes)	
Big Idea (Thematic Description)			
In this unit, students are getting to know each other and their learning environment. They are learning how to be successful in the World Language classroom. Key components include greetings and introducing themselves, identifying classroom supplies, being able to listen and follow classroom commands, and comparing and contrasting classrooms from around the world.			
Targeted Proficiency/Performance Level		Power Language Skills	
Novice Low		<ul style="list-style-type: none"> -Communicating with singular words, mini phrases -Memorizing language to start/end an interaction 	
Considerations	Prerequisite skills	Common Misconceptions	
<ul style="list-style-type: none"> -Students may have minimal understanding that daily lives may differ from person to person. -Examples of greetings from cultures around the world may be used in addition to target culture practices. -Avoid cultural stereotypes such as perceptions of wealth 			
Common Performance-Based Summative Assessment		Assessed Modes of Communication	

<p>There is not a common assessment unique to this unit.</p> <p>Link to Common Assessment reflects units 1-3.</p>	<p>Interpersonal Speaking/Listening</p>
<p>Optional Performance-Based Summative Assessment</p>	
<p>FCPS language proficiency rubrics are available in two formats: Single Point Proficiency Rubric or Continuum Proficiency Rubric.</p>	
<p>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</p>	
<p>Communication</p> <ul style="list-style-type: none"> ● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. ● Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. ● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> ● Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ● Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 	

Comparisons

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Guiding Questions

Communication:

GQ: How do I get to know my classroom?

Intercultural:

GQ: How do people introduce themselves in different cultures?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NL.C.1.IR/IL.Q2 Conversations and Discussions I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q1 Exchange information and</p>	<p>I am learning about greetings around the world so that I can introduce myself to others.</p>	<p>I can recognize greetings when I hear them.</p> <p>I can greet someone and tell them goodbye with appropriate gestures.</p> <p>I can understand when someone introduces</p>		<p>Greetings/Farewells</p> <p>Introductions (My name is...)</p> <p>Q: What's your name?</p> <p>Q: How are you?</p> <p>Fine / Well</p>

<p>Ideas I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>NL.C.3.PW/PS.Q1 Narrate I can introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals.</p> <p>N.ICC.2.INT.Q2 Behavior I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>themselves.</p> <p>I can answer "What's your name?"</p> <p>I can tell someone my name.</p> <p>I can understand when someone asks me how I am.</p> <p>I can answer how I am when asked.</p> <p>I can compare how I greet people and how others greet one another around the world.</p>		
<p>NL.C.1.IR/IL.Q2 Conversations and Discussions I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q1</p>	<p>I am learning about my classroom so that I can follow directions and participate fully.</p>	<p>I can follow classroom commands when I hear them.</p> <p>I can recognize classroom supplies/materials when I hear them.</p> <p>I can name the</p>		<p>Classroom supplies</p> <p>Classroom commands</p>

<p>Exchange information and Ideas I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>NL.C.3.PW/PS.Q3 Inform or Describe I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>N.ICC.2.INT.Q1 Language I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p> <p>N.ICC.1.INV.Q2 Practices Practices In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>classroom supplies when someone asks me.</p> <p>I can list classroom supplies I need.</p> <p>I can compare my classroom with classrooms around the world.</p>		
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Suggested Anchor Materials	Suggested Resources	Extension of Learning
	<ul style="list-style-type: none">-Pictures of classrooms from around the world.-Back to school supply ads-Videos of greetings from around the world	