

2023-2024 World Language Unit Framework

Elementary Kindergarten

NL (2) Animals Around Me

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

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| Unit Title: <i>NL (2) Animals Around Me</i> | | Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes) |
| Big Idea (Thematic Description) | | |
| In this unit, students are learning about pets around the world so they can say what animals they like. Key components include describing animals by size, color, and quantity and expressing preferences. | | |
| Targeted Proficiency/Performance Level | | Power Language Skills |
| Novice Low | | -Communicating with singular words, mini phrases -Building basic vocabulary for predictable situations. |
| Considerations | Prerequisite skills | Common Misconceptions |
| -Students may have minimal awareness of how daily lives may differ from person to person. -Consider cultural values/practices about pets. -Students may still be developing their numeracy. | | -Numbers may change depending on the noun in the language. |
| Common Performance Based Summative Assessment | | Assessed Modes of Communication |

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| <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</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 describe pets?

Intercultural:

GQ: What pets can be found around the world?

| <u>KAS for WL (Performance Indicators)</u> | Sample Learning Intentions | Sample Success Criteria | (Optional) Formative Assessment | Essential Vocabulary /Phrases |
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| <p>NL.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.</p> <p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> | <p>I am learning about pets around the world so I can describe them.</p> | <p>I can recognize the names of some pets.</p> <p>I can name some pets when I see them.</p> <p>I can understand and answer the question "what is this?"</p> <p>I can identify the color of a pet when someone describes it.</p> | | <p>Pets Basic descriptions (size/color)</p> <p>It is...</p> <p>Numbers up to 10</p> <p>Q: What is this...?</p> |

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| <p>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</p> <p>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.1.INV.Q1 Products</p> <p>In my own and other cultures, I can identify some typical products related to familiar everyday life.</p> | | <p>I can describe a pet by its color.</p> <p>I can answer yes or no questions about a pet's color.</p> <p>I can understand when someone describes a pet by its size.</p> <p>I can describe a pet by its size.</p> <p>I can answer yes or no questions about a pet's color and size.</p> <p>I can count how many pets I see.</p> <p>I can describe pets from around the world.</p> | | |
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| <p>NL.C.1.IR/IL.Q1 Informational and Fictional Texts</p> <p>I can identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional</p> | <p>I am learning about pets around the world so I can tell someone what pets I like.</p> | <p>I can understand when someone says what pet they like.</p> <p>I can compare and contrast which pets are popular in my and other cultures.</p> | | <p>Q: Do you like...?</p> <p>I like...</p> <p>Yes / No</p> |

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| <p>texts.</p> <p>NL.C.2.IS/IL/IW.Q3 Preferences and Opinions I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>NL.C.3.PW/PS.Q2 Preference or Opinion I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>N.ICC.1.INV.Q1 Products In my own and other cultures, I can identify some typical products related to familiar everyday life.</p> | | <p>I can answer the question “Do you like...?”</p> <p>I can tell someone what pets I like.</p> | | |
| Suggested Anchor Materials | Resources | | Extension of Learning | |
| | <ul style="list-style-type: none"> -Culturally authentic photographs/images of pets -Graphs of popular pets in the target culture | | | |