

2023-2024 World Language Unit Framework

Elementary Kindergarten

NL/NM (3) Me and My Feelings

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NL/NM (3) Me and My Feelings</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are learning how to introduce themselves. Key components include body parts, physical appearance, feelings and age.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Low/Novice Mid		-Answering rehearsed questions -Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
-Avoid reinforcing stereotypes of physical appearances. -Etiquette related to asking about age in different cultures may differ.	-Colors -Size (big/small) -Numbers 1-10 -How are you? -What is your name? -My name is	-Students may want to use the construction “I am” when saying their age.
Common Performance Based Summative Assessment		Assessed Modes of Communication
There is not a common assessment unique to this unit. Link to Common Assessment reflects units 1-3.		Interpersonal Speaking

Optional Performance Based Summative Assessment

FCPS language proficiency rubrics are available in two formats: [Single Point Proficiency Rubric](#) or [Continuum Proficiency Rubric](#).

Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]

Communication

- **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.

Cultures

- **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.

Connections

- **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 talk about my body/feelings?

Intercultural:

GQ: How do people around the world relate to feelings?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NM.C.1.IR/IL.Q2 Conversations and Discussions I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas I can provide information by answering a few simple questions on very familiar topics, using practiced or</p>	<p>I am learning about parts of my body so that I can present information about my appearance.</p>	<p>I can identify the names of the body parts when I hear them.</p> <p>I can identify parts of my body when someone asks me: "Where is (body part)?"</p> <p>I can name parts of my body.</p> <p>I can answer "here" when someone asks me where my body parts are.</p>		<p>Body parts (head, arms, legs, hands, feet, nose, eyes, ears, mouth)</p> <p>Q: Where is...?</p> <p>Here</p>

<p>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.2.INT.Q1 Language</p> <p>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>		<p>I can compare and contrast my appearance with others around the world.</p> <p>I can recognize when someone describes a person.</p> <p>I can share about my appearance.</p>		
<p>NM.C.1.IR/IL.Q2 Conversations and Discussions</p> <p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>I am learning about emotions so I can express how I am feeling.</p>	<p>I can recognize different emotions when I hear them.</p> <p>I can compare and contrast the facial expressions of different emotions around the world.</p>		<p>Emotions</p> <p>I am ...</p>

<p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> <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.2.INT.Q2 Behavior</p> <p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>I can name different emotions.</p> <p>I can answer the question "how are you?" with different emotions.</p> <p>I can tell someone how I am feeling.</p>		
<p>NM.C.1.IR/IL.Q2 Conversations and Discussions</p> <p>I can identify some basic facts from memorized or</p>	<p>I am learning how to talk about my age so I can introduce myself.</p>	<p>I can recognize age in a short conversation.</p> <p>I can answer how old I am when someone asks</p>		<p>Age</p> <p>Q: How old are you?</p>

<p>familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> <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.2.INT.Q1 Language</p> <p>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>		<p>me “How old are you?”</p> <p>I can share how old I am.</p> <p>I can recognize when someone introduces themselves.</p> <p>I can introduce myself by sharing my name, age, and feelings in a culturally appropriate way.</p>		
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Suggested Anchor Materials	Resources	Extension of Learning
	<ul style="list-style-type: none">-Culturally authentic photographs of children around the world-Authentic videos of children introducing themselves in target language	