

2023-2024 World Language Unit Framework

Elementary Kindergarten

NL/NM (4) Foods I Eat

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NL/NM (4) Foods I Eat</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are learning about foods and drinks around the world so they can express their preferences. Key components include common foods, drinks and preferences.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Low/Novice Mid		-Communicating with singular words, mini-phrases -Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
-Some students may have specific dietary restrictions such as eating vegetarian/vegan/gluten free. -It is important that students learn to be respectful of other culture’s food and how to react when presented with foods that are unfamiliar and unlike what they are used to.	-I like ... -Do you like ...? -What is this..? -Where is ...?	-The changes between the second person and first person verbs when asking and answering questions.
Common Performance Based Summative Assessment		Assessed Modes of Communication
There is not a common assessment unique to this unit.		Interpersonal Speaking, Presentational Writing

Link to [Common Assessment](#) reflects units 4-11.

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: What do I like to eat and drink?

Intercultural:

GQ: How do people eat around the world?

<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.Q1 Informational and Fictional Texts I can identify some basic facts when they come from 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.Q3 Preferences and Opinions I can express my own preferences or feelings and</p>	<p>I am learning about foods around the world so I can express my preferences.</p>	<p>I can identify common foods from around the world.</p> <p>I can compare and contrast common foods people eat around the world.</p> <p>I can name common foods.</p> <p>I can recognize foods</p>		<p>Common foods</p> <p>I don't like...</p> <p>Q: What do you like...?</p>

<p>react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</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>people like to eat.</p> <p>I can answer what I like to eat.</p> <p>I can tell what foods I like and don't like.</p>		
<p>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts when they come from 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.Q3</p>	<p>I am learning about drinks around the world so I can express my preferences.</p>	<p>I can identify common drinks from around the world.</p> <p>I can compare and contrast common drinks people eat around the world.</p> <p>I can name common drinks.</p>		<p>Common drinks</p> <p>I don't like...</p> <p>Q: What do you like...?</p>

<p>Preferences and Opinions I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</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 recognize drinks people like.</p> <p>I can answer what I like to drink.</p> <p>I can tell what drinks I like and don't like.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Culturally authentic menus, shopping ads -Culturally authentic photographs / videos of foods -Manipulatives / Play food 			