

2023-2024 World Language Unit Framework

Elementary 1st Grade

NL/NM (5) Me and My School

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NL/NM (5) Me and My School</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are expanding their learning from the classroom environment to the wider school environment and beginning to express their needs at school. Key components include requesting classroom supplies, recognizing different places within the school building, and comparing and contrasting schools from around the world.		
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
-Avoid cultural stereotypes: perceptions of wealth, gender stereotypes of teachers	-Greetings -Classroom commands -Classroom materials/supplies -Where is...?	-Locations/Places/Amenities included in schools
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 4-11.		Interpersonal Speaking/Listening, Presentational Writing
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 express my needs at school?

Intercultural:

GQ: What do schools look like around the world?

<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.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</p>	<p>I am learning about schools around the world so that I can describe my school to others.</p>	<p>I can recognize places in school when I hear them.</p> <p>I can understand a map of a school.</p> <p>I can answer questions about my school.</p> <p>I can list places in my school.</p> <p>I can label places on a school map.</p> <p>I can compare my</p>		<p>Places at school</p> <p>Polite phrases (ex: please, thank you)</p>

<p>texts.</p> <p>NL.C.2.IS/IL/IW.Q2 Needs and Situations I can express some basic needs, 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.1.INV.Q1 Products In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>school with schools from around the world.</p>		
<p>NL.C.1.IR/IL.Q2 Conversations and Discussions I can understand memorized or familiar words when they are</p>	<p>I am learning about classroom materials so that I can express my needs at school.</p>	<p>I can understand when someone asks for classroom materials they need.</p> <p>I can ask for classroom</p>		<p>Additional classroom materials</p> <p>I need ...</p>

<p>supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q2 Needs and Situations I can express some basic needs, 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.Q2 Behavior I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>materials when I need them in a polite way.</p> <p>I can answer questions about what I have for different classes.</p> <p>I can list materials that I have for different classes.</p>		<p>I have...</p> <p>Q: Do you have...</p>
Suggested Anchor Materials	Suggested Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Authentic school maps -Videos about school tour -Back to school supply ads 			