

2023-2024 World Language Unit Framework

Elementary 1st Grade

NM/NL (6) Weather Around Me

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM/NL (6) Weather 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 the weather around the world. Key components include identifying the days of the week and describing the weather.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice Low		-Asking memorized questions -Answering rehearsed questions
Considerations	Prerequisite skills	Common Misconceptions
NA	-Numbers (counting days)	-Order of days on a calendar
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, 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 describe the weather?

Intercultural:

GQ: What is the weather like 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.Q1 Exchange Information and Ideas I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>NM.C.3.PW/PS.Q3 Inform or Describe</p>	<p>I am learning about the days of week so I can tell what day it is.</p>	<p>I can recognize the days of the week on a calendar.</p> <p>I can compare and contrast what calendars look like around the world.</p> <p>I can tell you what day it is.</p> <p>I can ask and answer the question "What day is it?"</p> <p>I can tell what day is tomorrow.</p>		<p>Days of the week</p> <p>Today/Tomorrow</p> <p>Q: What day is it?</p>

<p>I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>N.ICC.1.INV.Q2 Practices In my own and other cultures, I can identify some typical products related to familiar everyday life.</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.Q1 Exchange Information and Ideas I can express some basic needs, using practiced or memorized words and phrases, with the help of</p>	<p>I am learning about weather around the world so I can describe the weather.</p>	<p>I can recognize weather words in a weather report.</p> <p>I can report on today's weather.</p> <p>I can ask and answer the question "How is the weather?"</p> <p>I can recognize the days of the week in a weather report.</p> <p>I can report on tomorrow's weather.</p>		<p>Weather expressions</p> <p>Q: How is the weather?</p>

<p>gestures or visuals.</p> <p>NM.C.3.PW/PS.Q3 Inform or Describe I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>N.ICC.1.INV.Q2 Practices In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>I can ask and answer questions about the weather around the world.</p>		
<p>Suggested Anchor Materials</p>	<p>Resources</p>		<p>Extension of Learning</p>	
	<p>-Culturally authentic calendars -Weather reports of target cultures</p>			