

2022-2023 World Language Unit Framework

Elementary 1st Grade

NM/NL (7) Animals Around Us

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM/NL (7) Animals Around Us</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are learning about animals around the world so they can describe them. Key components include animal names, actions, size and colors.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice Low		-Combining memorized language -Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
-Students number fluency might differ in their first language -Consider using culturally authentic resources such as the zodiac or national symbols to introduce animals.	-Numbers to 10 -I like/I don't like -Size -Color -Pets -What is this?	-Numbers and adjectives may change depending on the noun in the language.
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 animals?

Intercultural:

GQ: How are animals important in other cultures?

<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>NM.C.2.IS/IL/IW.Q1 Exchange Information and Ideas I can request and provide information by asking and answering a few simple</p>	<p>I am learning about animals around the world so that I can describe what my favorite animal looks like.</p>	<p>I can identify animals around the world when I hear them.</p> <p>I can count how many animals I see.</p> <p>I can compare and contrast important animals around the world.</p> <p>I can name the animals I like.</p> <p>I can identify which animal is being</p>		<p>Target culture animals</p> <p>Descriptions of animals (size, color)</p> <p>Numbers up to 20</p>

<p>questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</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>described.</p> <p>I can answer questions about what my favorite animal looks like.</p> <p>I can describe my favorite animal's size and color.</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>I am learning about animals around the world so that I can describe what they do.</p>	<p>I can recognize how animals around the world move.</p> <p>I can compare and contrast how animals around the world move.</p> <p>I can answer questions about how my favorite</p>		<p>Animal actions (ex. runs, swims, flies)</p>

<p>NM.C.2.IS/IL/IW.Q1 Exchange Information and Ideas I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</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>animal moves.</p> <p>I can describe how my favorite animal moves.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<p>-Culturally authentic products depicting animals (Ex. zodiac, currency, flags, crafts, national symbols)</p> <p>-Culturally authentic videos/photographs/books/webcams</p>		<p>-Animal sounds</p>	

	of animals -Zoo websites -Infographics	
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