

# 2023-2024 World Language Unit Framework

# Elementary 1<sup>st</sup> Grade

*NM/NL (8) Me and My Family*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NM/NL (8) Me and My Family</i>		<b>Estimated Time Frame:</b> 9 weeks (25-minute classes, 2x / week- 18 classes)
<b>Big Idea (Thematic Description)</b>		
In this unit, students are learning about families around the world. Key components include identifying immediate family members, comparing and contrasting families around the world and describing their own immediate family.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid/Novice Low</a>		-Answering rehearsed questions -Building basic vocabulary for predictable situations
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-Students will have different perceptions and lived experiences of family and home.  -Avoid cultural stereotypes: family structures, perceptions of wealth, homes  -The concept of family varies from culture to culture, consider including a discussion of “what family means to me”.	-Numbers -I have... -Size	
<b>Common Performance Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>
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: Who is in my family?

**Intercultural:**

GQ: What are families like around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p><b>N.ICC.1.INV.Q1 Practices</b> In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p> <p><b>NM.C.1.IR/IL.Q2 Conversations and Discussions</b> I can identify some basic facts when they come from memorized or familiar words when they</p>	<p>I am learning about families around the world so that I can share who is in my family.</p>	<p>I can recognize immediate family members when I hear them.</p> <p>I can compare and contrast families around the world with my own.</p> <p>I can name my immediate family members.</p> <p>I can answer who this is</p>		<p>Immediate family</p> <p>Q: Who is this? This is/It is...</p>

<p>are supported by gestures or visuals in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q1</b>  <b>Exchange Information and Ideas</b>  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><b>NM.C.3.PW/PS.Q1</b>  <b>Narrate</b>  I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p><b>N.ICC.1.INV.Q1 Practices</b>  In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>when asked about my family.</p>		
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<p><b>NM.C.1.IR/IL.Q2</b> <b>Conversations and Discussions</b> 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><b>NM.C.2.IS/IL/IW.Q1</b> <b>Exchange Information and Ideas</b> 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><b>NM.C.3.PW/PS.Q1</b> <b>Narrate</b> I can present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>I am learning about families around the world so I can describe my family.</p>	<p>I can understand when someone describes the size of their family.</p> <p>I can describe a family as big or small.</p> <p>I can understand how many brothers and sisters someone has.</p> <p>I can answer how many brothers/sisters I have.</p> <p>I can compare and contrast how many brothers/sisters I have with my classmates.</p> <p>I can describe my family.</p>		<p>My family is...</p>

<p><b>N.ICC.1.INV.Q1 Practices</b>          In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>				
<b>Suggested Anchor Materials</b>	<b>Resources</b>			<b>Extension of Learning</b>
	<ul style="list-style-type: none"> <li>-Culturally authentic &amp; diverse family portraits</li> <li>-Culturally authentic videos</li> </ul>			Expressions of love for family