

2023-2024 World Language Unit Framework

Grade

Elementary 2nd

NM/NL (9) My Food Choices

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM/NL (9) My Food Choices</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are exploring healthy food choices from around the world. Key components include categorizing healthy and unhealthy foods, expressing preferences about foods, and planning a healthy meal.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice Low		-Combining memorized language -Asking memorized questions -Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
-Students will have different perceptions and ideas about what foods are healthy and unhealthy. -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	-Common foods -Drinks -I like ... -I don't like ... -I am hungry/thirsty.	-The changes between the second person and first person verbs when asking and answering questions.

are unfamiliar and unlike what they are used to.		
Common Performance-Based Summative Assessment		Assessed Modes of Communication
<p>There is not a common assessment unique to this unit.</p> <p>Link to Common Assessment reflects units 4-11.</p>		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 .		
<u>Enduring Standards (11 Standards based on 5Cs)</u>- [Assessed standards are within Communication and Cultures]		
<p>Communication</p> <ul style="list-style-type: none"> ● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Presentational Communication: ● 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. <p>Cultures</p> <ul style="list-style-type: none"> ● 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. <p>Connections</p>		

- **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 is healthy for me to eat?

Intercultural:

GQ: What does a healthy meal look like 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</p>	<p>I am exploring healthy meals around the world so I can share what I like to eat.</p>	<p>I can recognize common meals eaten in different cultures. I can understand an infographic/chart about healthy meals.</p>		<p>Meals Healthy foods Unhealthy foods Q: What do you like</p>

<p>are supported by gestures or visuals in informational and fictional texts.</p> <p>NM.C.2.IS/IL/IW.Q3 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>NM.C.3.PW/PS.Q2 Preference or Opinion 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>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 compare and contrast what I eat at different meals with meals around the world.</p> <p>I can ask and answer questions about what I like to eat.</p> <p>I can share what I like to eat.</p> <p>I can compare and contrast what I like to eat with my classmates.</p>		<p>to eat?</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>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>NM.C.2.IS/IL/IW.Q3 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>NM.C.3.PW/PS.Q2 Preference or Opinion</p>	<p>I am learning about food choices so I can plan a healthy meal.</p>	<p>I can identify healthy and unhealthy foods.</p> <p>I can understand an infographic/chart about how often I should eat different foods.</p> <p>I can answer if a food is healthy or not.</p> <p>I can tell what healthy and unhealthy foods I like.</p> <p>I can describe what a healthy meal includes in mine and other cultures.</p> <p>I can plan a healthy meal with foods I like to eat.</p>		<p>Healthy / Unhealthy</p> <p>Terms of frequency</p>
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<p>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>NM.C.3.PW/PS.Q3 Inform or Describe</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.Q1 Products</p> <p>In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>				
Suggested Anchor Materials	Suggested Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Food Pyramid/My Plate from different Countries -Culturally authentic meal plan infographics (healthy breakfasts, healthy lunches) 			