

2023-2024 World Language Unit Framework

Grade

Elementary 2nd

NM (10) My Day At School

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM (10) My Day At School</i>		Estimated Time Frame: 9 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are adding to their concept of school. Key components include identifying roles of people in a school, subjects the students are studying, and telling their school schedule.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid		-Combining memorized language -Answering rehearsed questions
Considerations	Prerequisite skills	Common Misconceptions
-Students may have different perceptions and school experiences with different content areas -Students level of familiarity with analog and digital clocks -Outside of the USA, many countries use 24 hour clocks which may be a new concept for students.	-Numbers 1-20 -I like / I don't like	-School subjects studied at elementary school level
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>	<p>Interpersonal Speaking, Presentational Writing</p>
<p>Optional Performance Based Summative Assessment</p>	
<p>FCPS language proficiency rubrics are available in two formats: Single Point Proficiency Rubric or Continuum Proficiency Rubric.</p>	
<p>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</p>	
<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. ● 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> <ul style="list-style-type: none"> ● 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 my school day?

Intercultural:

GQ: What classes do students study 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>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions</p>	<p>I am learning about schools so I can tell someone what subjects I study.</p>	<p>I can identify subjects I study at my school.</p> <p>I can compare and contrast subjects students study in schools around the world.</p> <p>I can answer if I like or don't like subjects I study.</p>		<p>School subjects</p> <p>I study...</p>

<p>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.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> <p>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.3.PW/PS.Q1 Narrate</p> <p>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>N.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can identify some typical practices</p>		<p>I can tell the subjects I study.</p> <p>I can list the subjects I study.</p>		
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related to familiar everyday life.				
<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.3.PW/PS.Q1 Narrate I can present information about myself, my interests and my activities using a mixture of practiced or</p>	<p>I am learning about schools so I can tell someone my class schedule.</p>	<p>I can identify times/parts of the day.</p> <p>I can look at a school schedule and identify when a class is (morning / afternoon).</p> <p>I can answer when I study a subject.</p> <p>I can tell what time/part of the day I learn different school subjects.</p> <p>I can identify what time (hour) it is.</p> <p>I can look at a school schedule and identify at what time a class is.</p> <p>I can tell what time I study a subject.</p> <p>I can compare my school schedule with another school schedule.</p>		<p>Morning, Afternoon, Evening</p> <p>Q: When...?</p> <p>Time to hour</p> <p>Q: What time is...?</p>

<p>memorized words, phrases and simple sentences.</p> <p>N.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>I can create my school schedule including the subject and time.</p>		
<p>Suggested Anchor Materials</p>	<p>Resources</p>		<p>Extension of Learning</p>	
	<p>-Elementary school schedules from target cultures -Culturally authentic pictures of school subjects</p>			