

# 2023-2024 World Language Unit Framework

## Grade

Elementary 2<sup>nd</sup>

*NM (11) Animals Around the World*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NM (11) Animals Around the World</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 habitats around the world so they can describe animals they like. Key components include animal names, actions, speed and habitats.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid/Novice Low</a>		-Combining memorized language -Communicating with simple sentences
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-Students' background knowledge of habits and their characteristics may differ.	-Size -Color -Pets -Target culture animals - Animal actions - Weather -What is this?	-Adjectives may change depending on the noun in the language.
<b>Common Performance Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>

<p><b>There is not a common assessment unique to this unit.</b></p> <p>Link to <a href="#">Common Assessment</a> reflects units 4-11.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p><b>Optional Performance Based Summative Assessment</b></p>	
<p>FCPS language proficiency rubrics are available in two formats: <a href="#">Single Point Proficiency Rubric</a> or <a href="#">Continuum Proficiency Rubric</a>.</p>	
<p><b><a href="#">Enduring Standards (11 Standards based on 5Cs)</a>- [Assessed standards are within Communication and Cultures]</b></p>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>● <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>● <b>Presentational Communication:</b> 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.</li> </ul> <p><b>Cultures</b></p> <ul style="list-style-type: none"> <li>● <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>● <b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>● <b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul>	

**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: Where do animals live?

**Intercultural:**

GQ: What do different animal habitats look 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>NM.C.1.IR/IL.Q1</b>  <b>Informational and Fictional Texts</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></p>	<p>I am learning about animals around the world so that I can describe an animal I like.</p>	<p>I can identify animals from around the world when I hear/read them.</p> <p>I can compare and contrast animals around the world.</p> <p>I can answer questions about an animal I like.</p> <p>I can recognize what</p>		<p>Wild animals</p> <p>Animal details (speed)</p> <p>Q: Describe...</p>

<p><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.Q3 Inform or Describe</b> I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p><b>N.ICC.1.INV.Q1 Products</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>animal someone is describing.</p> <p>I can describe an animal I like.</p>		
<p><b>NM.C.1.IR/IL.Q1 Informational and Fictional Texts</b> I can identify some basic</p>	<p>I am learning about habitats around the world so that I can describe where animals</p>	<p>I can identify habitats around the world when I hear them.</p>		<p>Animal habitats</p> <p>Q: Where does ____ live?</p>

<p>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> 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><b>NM.C.3.PW/PS.Q3</b> 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><b>N.ICC.1.INV.Q1</b> Products</p> <p>In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>	<p>live.</p>	<p>I can classify animals around the world by their habitats.</p> <p>I can tell where animals around the world live.</p> <p>I can answer where animals around the world live.</p> <p>I can identify habitats around the world by their weather descriptions.</p> <p>I can answer questions about the weather in different habitats.</p> <p>I can describe where an animal I like lives.</p>		<p>It lives...</p>
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Suggested Anchor Materials	Resources	Extension of Learning
	<ul style="list-style-type: none"> <li>-Culturally authentic maps (zoo, animal world maps, habitat maps)</li> <li>-Culturally authentic videos/photographs/books of animals</li> <li>-Culturally authentic infographics</li> <li>-Animal websites from the target cultures</li> </ul>	