

# 2023-2024 World Language Unit Framework

## Grade

# Elementary 2<sup>nd</sup>

*NM (12) Clothes I Wear*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

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| <b>Unit Title:</b> <i>NM (12) Clothes I Wear</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 exploring what seasonal clothing is worn around the world so that they can describe what they wear throughout the year. Key components include: seasons, months, dates, and clothing. |   |  |
| <b>Targeted Proficiency/Performance Level</b>  |   | <b>Power Language Skills</b>   |
| <a href="#">Novice Mid</a>   |   | -Communicating with singular words, mini-phrases<br>-Answering rehearsed questions   |
| <b>Considerations</b>  | <b>Prerequisite skills</b>                            | <b>Common Misconceptions</b>   |
| -Students may have minimal awareness of the differing seasons around the world.<br><br>-Student’s experiences with seasonal clothing may differ.   | -Weather<br>-Colors<br>-Numbers 1-20<br>-Days of week | -First day of a week on a calendar<br>-Capitalization of days of the week<br>-Format of a date<br>-Temperature scale (Fahrenheit vs. Celsius)<br>-Impact of geography on seasons<br>-Number formation to describe the year |
| <b>Common Performance Based Summative Assessment</b>   |   | <b>Assessed Modes of Communication</b>   |
| There is not a common assessment unique to this unit.<br><br>Link to <a href="#">Common Assessment</a> reflects units 12-21.   |   | 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.

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| <ul style="list-style-type: none"> <li>● <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>● <b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>● <b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul> |  |  |   |  |
| <b>Guiding Questions</b>  |  |  |   |  |
| <p><b>Communication:</b></p> <p>GQ: What do I wear throughout the year?</p>   |  |  | <p><b>Intercultural:</b></p> <p>GQ: What do people around the world wear throughout the year?</p> |  |
| <b><u>KAS for WL (Performance Indicators)</u></b>   | <b>Sample Learning Intentions</b>  | <b>Sample Success Criteria</b>   | <b>(Optional) Formative Assessment</b>  | <b>Essential Vocabulary /Phrases</b>   |
| <p><b>NM.C.1.IR/IL.Q2</b><br/><b>Conversations and Discussions</b></p> <p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p><b>NM.C.2.IS/IL/IW.Q1</b><br/><b>Exchange Information and Ideas</b></p> <p>Exchange Information and Ideas I can request and provide information</p>  | <p>I am learning about the calendar so I can talk about the seasons.</p> | <p>I can recognize the seasons of the year.</p> <p>I can compare seasons around the world.</p> <p>I can name the seasons of the year.</p> <p>I can answer when someone asks me what season it is.</p> <p>I can recognize the months of the year.</p> |   | <p>Months<br/>Seasons<br/>Dates (Numbers up to 31)</p> <p>Q: What is the date?</p> |

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| <p>by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of</p> <p><b>NM.C.3.PW/PS.Q3</b><br/> <b>Inform or Describe</b><br/>         NM.C.3.PW/PS.Q3 Inform or Describe 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.Q2</b><br/> <b>Practices</b><br/>         In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p> |   | <p>I can indicate which month of the year it is.</p> <p>I can list the months of the year.</p> <p>I can tell which months are in each season.</p> <p>I can answer when someone asks me what month it is.</p> <p>I can recognize the numbers to 31.</p> <p>I can identify today's date.</p> <p>I can say today's date.</p> <p>I can answer when someone asks me today's date.</p> <p>I can describe the seasons.</p> |  |   |
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| <p><b>NM.C.1.IR/IL.Q2</b><br/> <b>Conversations and Discussions</b><br/>         I can identify some basic</p>   | <p>I am learning about seasonal clothing so I can tell what I wear throughout the year.</p> | <p>I can recognize types of clothing.</p> <p>I can identify the type of</p>   |  | <p>Seasonal clothing (coat, t-shirt, boots)</p> <p>I wear / put on...</p> |

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| <p>facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p><b>NM.C.2.IS/IL/IW.Q2</b><br/>Needs and Situations<br/>I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NM.C.3.PW/PS.Q3</b><br/>Inform or Describe<br/>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.Q2</b><br/>Practices<br/>In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p> |                         | <p>clothing I need in different seasons.</p> <p>I can tell what I wear in different seasons/weather.</p> <p>I can answer questions about what I need to wear based on today's weather.</p> <p>I can compare the clothing I wear for different seasons with others around the world.</p> |                                     | <p>I need...</p> |
| <p><b>Suggested Anchor Materials</b></p>  | <p><b>Resources</b></p> |   | <p><b>Extension of Learning</b></p> |                  |

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|  | <ul style="list-style-type: none"><li>-Culturally authentic calendars</li><li>-Culturally authentic visuals of seasonal clothing</li><li>-Culturally authentic weather resources (ex. website)</li><li>-Culturally authentic pictures of seasons around the world</li></ul> |  |
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