

# 2023-2024 World Language Unit Framework

## Elementary 3<sup>rd</sup> Grade

**NM/NH (14) Meals I Eat**

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title: NM/NH (14) Meals I Eat</b>		<b>Estimated Time Frame: 12 weeks</b> (25-minute classes, 2x / week- 24 classes)
<b>Big Idea (Thematic Description)</b>		
In this unit, students are learning about food around the world. Key components include describing meals, reading menus, understanding restaurant/table etiquette, and ordering food.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid/Novice High</a>		-Asking memorized questions. -Building enough vocabulary to interact in common/everyday situations. -Memorizing language to start / end an interaction
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-Chinese may consider introducing “or” in a later unit.  -Students may have differing experiences related to table etiquette, food preferences, and eating outside the home.  -Students may have differing	-Morning, afternoon, evening -Common foods -Drinks -I like / I don't like -Mealtime expressions (ex: bon appétit)	-Usage of partitive articles (i.e. some) and definite articles (i.e. the) with foods

<p>understandings/beliefs of what foods constitute a meal.</p> <p>-Food can be a cultural distinguisher. Consider ways in which to introduce culturally authentic foods/dishes through a positive lens and a focus on what they have in common with others.</p>		
<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 12-21.</p>	Interpersonal Speaking, Presentational Writing	
<b>Optional Performance Based Summative Assessment</b>		
<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>		
<b><u><a href="#">Enduring Standards (11 Standards based on 5Cs)</a></u>- [Assessed standards are within Communication and Cultures]</b>		
<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</li> </ul>		

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: What foods do I eat with each meal?

**Intercultural:**

GQ: How do people around the world eat?

<u><a href="#">KAS for WL (Performance Indicators)</a></u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
NM.C.1.IR/IL.Q1	I am learning about	I can identify meals of		Meal-specific foods

<p><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.Q2 Needs and Situations</b> 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 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>NM.C.3.PW/PS.Q1 Narrate</b> I can present information about myself, my interests, and my activities using a mixture of practiced or memorized</p>	<p>meals around the world so I can describe meals I eat.</p>	<p>the day.</p> <p>I can compare and contrast meals people eat around the world.</p> <p>I can list foods for each meal.</p> <p>I can ask and answer what I eat at each meal.</p> <p>I can categorize foods by how they taste.</p> <p>I can answer what food tastes like.</p> <p>I can describe the meals I eat.</p>		<p>Food descriptions</p> <p>Or</p> <p>I eat...</p> <p>Q: Do you eat ___ or ___?</p> <p>Q: Is it ___ or ___?</p>
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<p>words, phrases, and simple sentences.</p> <p><b>N.ICC.1.INV.Q1</b> <b>Products</b></p> <p>In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>				
<p><b>NM.C.1.IR/IL.Q1</b> <b>Informational and Fictional Texts</b></p> <p>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>NH.C.1.IR/IL.Q2</b> <b>Conversations and Discussions</b></p> <p>I can understand familiar questions and statements from simple sentences in conversations.</p> <p><b>NM.C.2.IS/IL/IW.Q2</b> <b>Needs and Situations</b></p> <p>I can express basic needs</p>	<p>I am learning about menus around the world so I can order what I want to eat.</p>	<p>I can identify foods on menus from around the world. (NM.C.1.IR/IL.Q1)</p> <p>I can recognize what someone is ordering from a menu. (NH.C.1.IR/IL.Q2)</p> <p>I can create a restaurant menu.</p> <p>I can ask and answer what I want to eat from a menu.</p> <p>I can have a simple conversation about food in a restaurant.</p> <p>I can order food from a</p>		<p>I want / I would like... (asking for food)</p> <p>Q: What do you want / would like to eat?</p> <p>Restaurant etiquette / Table etiquette</p>

<p>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>  <b>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</b>  <b>Products</b>  In my own and other cultures, I can identify some typical products related to familiar everyday life.</p> <p><b>N.ICC.2.INT.Q2</b>  <b>Behavior</b>  I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>restaurant using appropriate behavior.</p>		
<p><b>Suggested Anchor Materials</b></p>	<p><b>Resources</b></p>		<p><b>Extension of Learning</b></p>	

	<ul style="list-style-type: none"><li>-Culturally authentic visuals of meals</li><li>-Culturally authentic menus</li><li>-Culturally authentic scenes of restaurants</li></ul>	
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