

2023-2024 World Language Unit Framework

Elementary 4th Grade

NM/NH (16) My Back to School Shopping

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM/NH (16) My Back to School Shopping</i>		Estimated Time Frame: 12 weeks (25-minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are learning how to shop for what they need. Key components include understanding shopping etiquette, asking and answering questions about prices, and participating in a shopping interaction.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice High		-Combining memorized language -Asking memorized questions -Memorizing language to start/end an interaction
Considerations	Prerequisite skills	Common Misconceptions
-Students will have different perceptions and lived experiences about preparing for the start of school. -Sensitivity regarding students who receive donations of school supplies.	-Greetings -Classroom materials/supplies -Seasonal clothing -Polite phrases -Numbers up to 100 -I need...	-Formation of decimal numbers -Conversion values (ex: \$1 is not 1 peso) -Placement of currency symbol
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 12-21.</p>	<p>Interpersonal Speaking/Listening, 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. 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> <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 shop for school?

Intercultural:

GQ: What do students around the world buy for school?

<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>I am exploring what students around the world need for school so that I can share what I need for class.</p>	<p>I can understand a back to school ad/supply list.</p> <p>I can understand when someone talks about what clothing/school supplies they need for school.</p> <p>I can ask and answer questions about what I</p>		<p>Clothing</p> <p>School supplies</p> <p>I don't need...</p>

<p>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</p> <p>NM.C.2.IS/IL/IW.Q2 Needs and Situations 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>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>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>need for school.</p> <p>I can describe what I need for school.</p> <p>I can compare and contrast what I need for school with students around the world.</p>		
<p>NM.C.1.IR/IL.Q1 Informational and Fictional</p>	<p>I am learning about different currencies so</p>	<p>I can identify currency used in mine and other</p>		<p>Currency / Price</p>

<p>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>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</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.Q3 Inform or Describe I can present on very familiar and everyday topics using a mixture of practiced or memorized</p>	<p>that I can understand prices when I go shopping.</p>	<p>cultures.</p> <p>I can understand prices when I hear or read them.</p> <p>I can understand a conversation about prices.</p> <p>I can ask and answer questions about how much something costs.</p> <p>I can tell someone how much different school supplies cost.</p>		<p>Q: How much does it cost?</p>
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<p>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>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</p> <p>NM.C.2.IS/IL/IW.Q2 Needs and Situations 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>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>I am learning how people in (target culture) shop for back to school so that I can buy what I need.</p>	<p>I can understand a conversation about back to school shopping.</p> <p>I can compare and contrast shopping etiquette in my culture and the target culture.</p> <p>I can create a back to school ad.</p> <p>I can create a back to school shopping list.</p> <p>I can participate in a conversation about buying what I need for school.</p>		<p>Shopping etiquette (ex. Excuse me)</p>

<p>N.ICC.2.INT.Q2 Behavior I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p> <p>N.ICC.2.INT.Q1 Language I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>				
Suggested Anchor Materials	Suggested Resources			Extension of Learning
	<ul style="list-style-type: none"> -Culturally authentic back to school ads -Culturally authentic shopping sites -Back to school supply lists -Uniform codes/infographics -Videos of kids showing what's in their backpacks -Pictures or real currency from the target cultures 			