

# 2023-2024 World Language Unit Framework

## Elementary 4<sup>th</sup> Grade

*NM/NH (17) Fun with My Friends*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NM/NH (17) Fun with my Friends</i>		<b>Estimated Time Frame:</b> 12 weeks (25-minute classes, 2x / week- 24 classes)
<b>Big Idea (Thematic Description)</b>		
In this unit, students are learning how to make plans with friends. Key components include telling time, talking about schedules and different sports/games/activities.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid/Novice High</a>		-Communicating with a few sentences. -Initiating, maintaining, and bringing to a close an interaction.
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-Students will have different lived experiences and access to organized extracurricular activities.  -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.	-I like / I don't like -I want -Telling time to the nearest hour	-Formation of time
<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>	<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: What do I like to do with my friends?

**Intercultural:**

GQ: What do kids do for fun around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p><b>NH.C.1.IR/IL.Q1</b> Informational and Fictional Texts I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q3</b> Preferences and Opinions I can express my own preferences or feelings</p>	<p>I am learning about sports and games around the world so I can share what I like to do with my friends.</p>	<p>I can identify sports/games played around the world.</p> <p>I can compare and contrast sports/games from around the world.</p> <p>I can tell what sports/games I like to play.</p> <p>I can ask and answer</p>		<p>Sports / Games Activities (To play, To do)</p> <p>And / But</p> <p>Opinions (It's fun, it's boring)</p> <p>Q: What do you like to do?</p>

<p>and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NH.C.3.PW/PS.Q2</b>  <b>Preference or Opinion</b>  I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p><b>N.ICC.1.INV.Q2</b>  <b>Practices</b>  In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>questions about what I like to do with my friends.</p>		
<p><b>NH.C.1.IR/IL.Q1</b>  <b>Informational and Fictional Texts</b>  I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q3</b>  <b>Preferences and Opinions</b>  I can express my own</p>	<p>I am learning to tell time so I can make plans with my friends.</p>	<p>I can identify a time on a schedule/invitation.</p> <p>I can tell what time an activity is.</p> <p>I can tell what time I want to play/do different activities.</p> <p>I can compare and contrast after school</p>		<p>Time (hour and half hour)</p> <p>Q: At what time...?</p> <p>Q: What do you want to do?</p>

<p>preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NH.C.3.PW/PS.Q2</b> Preference or Opinion I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p><b>N.ICC.1.INV.Q2</b> Practices In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>activity schedules from around the world.</p> <p>I can ask and answer at what time I want to do an activity.</p> <p>I can make plans with my friends.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<ul style="list-style-type: none"> <li>-Culturally authentic schedules/invitations</li> <li>-Visuals of culturally authentic sports/activities</li> </ul>			