

# 2023-2024 World Language Unit Framework

**Elementary 4<sup>th</sup> Grade**  
*NH/NM (18) Welcome to our Community*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NH/NM (18) Welcome to our Community</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 about communities around the world so they can get around and tell what they do in their community. Key components include places in the community, giving directions, and activities they do around the community.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice High/Novice Mid</a>		-Communicating with a few sentences -Creating sentences in present tense -Asking memorized questions
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-Avoid reinforcing stereotypes about communities around the world.  -Students will have different lived experiences and access to different places in the community.	-Where is the...? -Days of the week -I like/I don't like -Sports/Games -Walk/Run/Swim -Places: school, supermarket, restaurant -Family members, friends	-Word order of verb placement
<b>Common Performance Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>
<b>There is not a common assessment unique to this unit.</b>		Interpersonal Speaking, Presentational Writing

Link to [Common Assessment](#) reflects units 12-21.

### 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.
- **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 activities do I do in my community?

**Intercultural:**

GQ: What activities do people do in their communities around the world?

<a href="#"><u>KAS for WL (Performance Indicators)</u></a>	<b>Sample Learning Intentions</b>	<b>Sample Success Criteria</b>	<b>(Optional) Formative Assessment</b>	<b>Essential Vocabulary /Phrases</b>
<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.Q1</b> <b>Exchange Information and Ideas</b> I can request and provide</p>	<p>I am learning about places around the community so I can get around my community.</p>	<p>I can identify places in the community.</p> <p>I can recognize places on a community map.</p> <p>I can compare places in my community with another community.</p> <p>I can ask and answer where a place is located.</p>		<p>Places in the community (park, store, pool)</p> <p>There is/There are</p> <p>Q: What is in your community?</p> <p>Directions (left,</p>

<p>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>NH.C.3.PW/PS.Q1</b> Narrate I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><b>N.ICC.1.INV.Q1</b> Products In my own and other cultures, I can identify some typical products related to familiar everyday life</p>		<p>I can describe my community.</p> <p>I can understand directions to get from one place to another.</p> <p>I ask someone for directions.</p> <p>I can give directions to a place on a map.</p>		right, forward)
<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>	I am learning about activities around the community so I can tell what I do.	<p>I can recognize activities to do around the community.</p> <p>I can compare activities to do around my community with other communities.</p>		<p>Q: What do you do ...?</p> <p>Activities (learn, play, buy)</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>NH.C.3.PW/PS.Q1</b> Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</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>I can say what I do in different places around my community.</p> <p>I can understand what others do on different days of the week in the community.</p> <p>I can tell what I do on different days of the week in my community.</p> <p>I can ask and answer questions about activities I do in my community.</p>		
<b>Suggested Anchor Materials</b>	<b>Resources</b>		<b>Extension of Learning</b>	
	<ul style="list-style-type: none"> <li>-Culturally authentic maps of the community</li> <li>-Culturally authentic photographs/videos of communities around the world</li> </ul>		<ul style="list-style-type: none"> <li>-Community helpers / professions</li> </ul>	

	-Culturally authentic infographics of preferred activities around the world	
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