

# 2023-2024 World Language Unit Framework

## Elementary 5<sup>th</sup> Grade

*NH/NM (19) Let's Explore Our City*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NH/NM (19) Let's Explore Our City</i>		<b>Estimated Time Frame:</b> 12 weeks (25 minute classes, 2x / week- 18 classes)
<b>Big Idea (Thematic Description)</b>		
In this unit, students are learning about cities around the world. Key components include transportation, attractions/monuments and different activities people do in the city.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice High/Novice Mid</a>		-Including descriptions -Initiating, maintaining, and bringing to a close an interaction
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
<ul style="list-style-type: none"> <li>-Students will have different lived experiences and access to organized extracurricular activities.</li> <li>-Students may have various levels of familiarity with analog and digital clocks</li> <li>-Outside of the USA, many countries use 24 hour clocks which may be a new concept for students.</li> <li>-Avoid reinforcing stereotypes about cities around the world.</li> </ul>	<ul style="list-style-type: none"> <li>-Places in the community</li> <li>-Places of residence (apt., house)</li> <li>-Q: Is it ____ or ____?</li> <li>-Telling time to the nearest hour and half hour</li> <li>-Descriptions (size, color)</li> <li>-Sports / Games</li> </ul>	

Common Performance Based Summative Assessment	Assessed Modes of Communication
<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>
Optional Performance Based Summative Assessment	
<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>	
<a href="#">Enduring Standards (11 Standards based on 5Cs)</a> - [Assessed standards are within Communication and Cultures]	
<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> </ul>	

- **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 spend a day in my city?

**Intercultural:**

GQ: What are cities like 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>  <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></p>	<p>I am learning about cities around the world so that I can describe monuments/attractions in my city.</p>	<p>I can compare and contrast monuments around the world.</p> <p>I can recognize descriptions of different cities / monuments / attractions.</p> <p>I can answer questions</p>		<p>Descriptions of cities / monuments/ attractions</p>

<p><b>Exchange Information and Ideas</b> 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.Q3 Inform or Describe</b> I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p><b>N.ICC.1.INV.Q1 Products</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>about my city.</p> <p>I can describe monuments / attractions in my city.</p>		
<p><b>NH.C.1.IR/IL.Q1 Informational and Fictional Texts</b> I can identify the topic and some isolated facts from simple sentences in</p>	<p>I am learning about modes of transportation around the world so that I can tell others how to get around my city.</p>	<p>I can recognize different modes of transportation.</p> <p>I can read a transportation map.</p>		<p>Transportation</p> <p>Q: How do I go to....?</p>

<p>informational and fictional texts.</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.Q3</b> Inform or Describe</p> <p>I can present on familiar and everyday topics, 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 ask and answer how I go to different places in the city.</p> <p>I can compare and contrast how people around the world travel around their city.</p> <p>I can tell others how to get around my city.</p>		
<p><b>NH.C.1.IR/IL.Q1</b> Informational and Fictional</p>	<p>I am learning about activities people do</p>	<p>I can compare and contrast popular</p>		<p>Activities around the city</p>

<p><b>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 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.Q3</b> <b>Inform or Describe</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 practices related to familiar everyday life.</p>	<p>around the world so that I can describe what I want to do in my city.</p>	<p><b>activities around the world.</b></p> <p><b>I can read an activity schedule.</b></p> <p><b>I can tell about popular activities in my city.</b></p> <p><b>I can ask and answer questions about activities I want to do in my city.</b></p> <p><b>I can describe what I want to do in my city.</b></p>		<p>Q: Why?</p> <p>Because</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 activity schedules / transportation maps</li><li>-Visuals of culturally authentic monuments / attractions / cities</li></ul>	
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