

2023-2024 World Language Unit Framework

Elementary 5th Grade

NH (20) Let's Go Shopping

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NH (20) Let's Go Shopping</i>		Estimated Time Frame: 12 weeks (25 minute classes, 2x / week- 24 classes)
Big Idea (Thematic Description)		
In this unit, students are learning about shopping around the world. Key components include things to buy, places to shop, the cost of items and shopping etiquette around the world.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice High		-Communicating with a few sentences -Initiating, maintaining, and bringing to a close an interaction
Considerations	Prerequisite skills	Common Misconceptions
-Greater numbers may need to be taught to reflect the value of currency in the target culture. -Students may have varying shopping experiences and familiarity with bargaining.	-Because -Concept of currency -I want -Numbers -Clothing -Currency / price -School supplies -Polite phrases (ex: please, thank you) -Shopping etiquette (Excuse me) -Q: How much does it cost?	-Usage of commas or periods for decimals in pricing
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, 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. ● 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 myself and others?

Intercultural:

GQ: How do people shop around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NH.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p>NH.C.2.IS/IL/IW.Q2 Needs and Situations I can interact with others to meet my basic needs</p>	<p>I am learning about things to buy so that I can shop for myself and others.</p>	<p>I can recognize things people buy around the world.</p> <p>I can ask and answer questions about what things to buy.</p> <p>I can identify places people shop around the world.</p> <p>I can compare and</p>		<p>Places people shop</p> <p>Things to buy</p> <p>To buy</p> <p>Q: What do you want to buy?</p>

<p>related to routine everyday activities, using simple sentences and questions most of the time.</p> <p>NH.C.3.PW/PS.Q3 Inform or Describe I can present on familiar and everyday topics, using simple sentences most of the time.</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>N.ICC.1.INV.Q2 Practices In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>contrast where people shop around the world.</p> <p>I can tell where I want to shop and why.</p> <p>I can describe what things I want to buy for myself and others.</p>		
<p>NH.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify the topic and some isolated facts from simple sentences in informational</p>	<p>I am learning about the costs of different items around the world so that I can buy things I want.</p>	<p>I can recognize how much something costs.</p> <p>I can compare and contrast how much items cost around the</p>		<p>Cheap/Expensive</p> <p>More/Less</p>

<p>and fictional texts.</p> <p>NH.C.2.IS/IL/IW.Q2 Needs and Situations I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> <p>NH.C.3.PW/PS.Q3 Inform or Describe I can present on familiar and everyday topics, using simple sentences most of the time.</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>N.ICC.1.INV.Q2 Practices In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>world.</p> <p>I can ask and answer questions about prices.</p> <p>I can compare and contrast how people shop around the world.</p> <p>I can negotiate the price I want in a culturally appropriate way.</p> <p>I can describe what I want to buy and the cost.</p> <p>I can interact with the shopkeeper to buy an item I want in a culturally appropriate way.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	

	Culturally authentic store ads Culturally authentic items to buy Currency Culturally authentic pictures of places people shop	
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