

2023-2024 World Language Unit Framework

Elementary 5th Grade

NH (21) Let's Take a Trip

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NH (21) Let's Take a Trip</i>		Estimated Time Frame: 12 weeks (25 minute classes, 2x / week- 18 classes)
Big Idea (Thematic Description)		
In this unit, students are learning about travel and vacation around the world so they can prepare for a trip. Key components include places to visit around the world, items to pack, and comparing and contrasting when people around the world vacation.'		
Targeted Proficiency/Performance Level		Power Language Skills
Novice High		-Asking questions -Answering questions -Initiating, maintaining, and bringing to a close an interaction
Considerations	Prerequisite skills	Common Misconceptions
-Students may have varying vacation experiences and familiarity with travel. -Avoid reinforcing stereotypes about cities and countries around the world.	-Schedules -I want -Where? -Why? -What? -Because -Numbers -Currency -I need -Opinions: It's fun, It's boring.	
Common Performance Based Summative Assessment		Assessed Modes of Communication
There is not a common assessment unique to this unit.		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: How do I prepare for a trip?

Intercultural:

GQ: How do people vacation around the world?

<u>KAS for WL</u> <u>(Performance</u> <u>Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</p> <p>NH.C.2.IS/IL/IW.Q3 Preferences and Opinions I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking</p>	<p>I am learning about places to visit so that I can plan a trip.</p>	<p>I can identify places to visit around the world.</p> <p>I can compare and contrast places people visit around the world.</p> <p>I can ask and answer questions about where I want to visit.</p> <p>I can understand a conversation about why people visit different places.</p>		<p>Places to visit (city, beach, mountains)</p> <p>Opinions (ex: It's popular. It's famous. It's beautiful.)</p> <p>To visit</p> <p>Trip</p>

<p>questions to keep the conversation on topic.</p> <p>NH.C.3.PW/PS.Q2 Preference or Opinion I can express my preferences on familiar and everyday topics of interest, 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>I can ask and answer questions about where I want to visit and why.</p> <p>I can tell where I want to visit and why.</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>NH.C.2.IS/IL/IW.Q2 Needs and Situations I can interact with others to meet my basic needs related to routine</p>	<p>I am learning about how people travel so that I can prepare for a trip.</p>	<p>I can identify items to pack for a trip.</p> <p>I can compare and contrast what items people around the world pack for a trip.</p> <p>I can understand a conversation about how many items someone needs for a trip.</p> <p>I can compare and</p>		<p>Items to pack (Passport, suitcase, clothing, money)</p> <p>To bring</p> <p>How many ...?</p>

<p>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.Q2 Practices In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>contrast when and for how long people vacation around the world.</p> <p>I can ask and answer questions about what items I need to bring on vacation.</p> <p>I can tell what and how many items I need to bring on vacation.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Culturally authentic visual of a passport -Culturally authentic packing lists, travel brochures/ads, pictures./videos of people on vacation, packing videos -Infographics comparing vacation times around the world 		<p>Virtual Field Trip</p>	