

2023-2024 World Language Unit Framework

Secondary Level One

NM (2) Let's Eat!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM (2) Let's Eat!</i>		Estimated Time Frame: HS 6 weeks, MS 12 weeks
Big Idea (Thematic Description)		
In this unit, students are building a concept of cuisine and real-world language use to express their food preferences and eating habits so that they can purchase food needed to make a dish.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid		-Combining memorized language -Memorizing language to start/end an interaction -Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
-Students may have differing perceptions and experiences with mealtime, table etiquette and variety of foods and drinks. -Students may have minimal awareness of how food shopping practices and foods consumed vary from culture to culture. -Consider cultural connotations attached with certain cuisines and places to shop.	-Greetings / Farewells -Colors -I have / need -Numbers 1-60 -Where is...?	-Food shopping practices -Meal times and food choices -How prices are written -Usage of measurement systems
Performance Based Summative Assessment		Assessed Modes of Communication

<p>For high school (HS), there is not a common unit assessment unique to this unit. HS common unit assessment Semester 1 NM Benchmark Assessment reflects Units 1, 2, and 3.</p> <p>For middle school (MS), there is not a common unit assessment unique to this unit. MS common unit assessment 7th Grade Semester 2 NM Benchmark Assessment reflects Units 1, 2, and 3.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p>Optional Performance Based Summative Assessment</p>	
<p>Plan a meal - "Taste of the Culture" For a special meal, students seek guidance on a dish to prepare from the target culture and then get ready to go shopping for their needs.</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. 	

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 do I eat?
GQ: Where do I find what I like to eat?

Intercultural:

GQ: How do people eat around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts from memorized or</p>	<p>I am learning about foods so I can share my preferences with others.</p>	<p>I can identify foods and drinks shown in ads / being sold in stores or markets / being eaten by someone.</p>		<p>Common foods Common drinks I like.../ I don't</p>

<p>familiar words when they are supported by gestures and visuals in informational and fictional texts.</p> <p>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>NM.C.3.PW/PS.Q2 Preferences or Opinions I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</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 compare/contrast foods and drinks consumed around the world.</p> <p>I can identify the foods and drinks in ads.</p> <p>I can compare/contrast my food preferences with others.</p> <p>I can share if I like / don't like a food with a friend.</p> <p>I can tell you my favorite food and drink.</p> <p>I can list my food preferences for others to learn about me.</p> <p>I can identify the difference in foods including their color, size and taste.</p> <p>I can give someone the food they are</p>		<p>like...</p> <p>Q: What do you like (to eat)?</p> <p>__(food)__ are my favorite / My favorite food is...</p> <p>Food descriptions (color, size, taste)</p>
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		<p>describing.</p> <p>I can describe a food to someone so they can give it to me.</p> <p>I can describe my favorite foods.</p>		
<p>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in informational and fictional texts.</p> <p>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>NM.C.3.PW/PS.Q2 Preferences or Opinions I can express my likes</p>	<p>I am learning about meals so I can share my preferences and eating habits with others.</p>	<p>I can identify meals eaten at certain times of the day.</p> <p>I can tell at what time a meal is typically eaten.</p> <p>I can identify foods eaten for different meals around the world.</p> <p>I can tell how often I eat a meal.</p> <p>I can tell what foods I eat for each meal.</p> <p>I can ask others what they want for a meal.</p> <p>I can compare/contrast my eating habits with others around the</p>		<p>Meals</p> <p>Morning, afternoon, evening</p> <p>I eat...</p> <p>Frequency (how often, how much)</p> <p>Q: What do you want / eat (for breakfast, dinner, etc.)?</p> <p>Food needs (I'm hungry/thirsty)</p> <p>Meal time expressions (ex. Bon appétit)</p> <p>Table Etiquette</p>

<p>and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</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>N.ICC.2.INT.Q2 Behavior I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>world.</p> <p>I can identify if someone is hungry or thirsty.</p> <p>I can tell someone if I am hungry / thirsty and what I want to eat / drink.</p> <p>I can recognize phrases used during meal times that are culturally appropriate.</p> <p>I can use a culturally appropriate mealtime expression with someone who is about to eat.</p>		
<p>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in</p>	<p>I am learning about cooking so I can buy items needed to make a dish.</p>	<p>I can identify places that sell foods.</p> <p>I can compare / contrast where food is sold in different cultures around the world.</p>		<p>Places to shop for food</p> <p>Asking for food (I want.../I would like...)</p> <p>Q: What do you</p>

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<p>recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>food item costs.</p> <p>I can tell how much a dish costs to make.</p> <p>I can create a shopping list for a dish</p> <p>I wish to make (including what and where to buy and costs.</p> <p>I can indicate what foods I need and interact in a culturally appropriate way when purchasing items.</p>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Culturally authentic food ads -Culturally authentic food market or store scenes -Culturally authentic utensils used to cook and/or eat -Culturally authentic recipes <p>-Use resources that reflect diverse culinary practices across the target language cultures</p>			