

2023-2024 World Language Unit Framework

Secondary Level One

NM/NH (3) Let's Hangout!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM/NH (3) Let's Hangout!</i>		Estimated Time Frame: HS 6 weeks, MS 12 weeks
Big Idea (Thematic Description)		
In this unit, students are building an understanding of themselves and others in order to share their leisure activity preferences and describe physical and personality traits.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice High		-Asking memorized Questions -Answering Rehearsed Questions -Building Basic Vocab for Predictable Situations
Considerations	Prerequisite skills	Common Misconceptions
-Students may have differing perceptions and awareness of common leisure activities, clothing, and music across the world -Avoid cultural stereotypes related to leisure activities, clothing and descriptions of people (physical and personality traits) -Introduction of sports and hobbies focuses on infinitives (for applicable languages)	-Greetings/Farewells -Colors -Numbers -Foods -I like /I don't like -What do you like (to do)? -I have / I need -Time (ex. 12:00 pm) -Time of day (ex. morning)	-Concept of "leisure time" -Seasonal variation

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 Benchmark Assessment reflects Units 1, 2, and 3.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p>Optional Performance Based Summative Assessment</p>	
<p>Class Hangout In order to plan a class social event, students interact to discover their peers’ preferences regarding hobbies, sports and music. Information is compared and students present their “Class Hangout” suggestions.</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: How do I describe my friends?
GQ: What do we do together?

Intercultural:

GQ: What do friends do for fun around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
NH.C.1.IR/IL.Q2 Conversations and	I am learning about activities so I can share	I can identify hobbies when I hear them.		Hobbies

<p>Discussions I can understand familiar questions and statements from simple sentences in conversations.</p> <p>NM.C.2.IS/IL/IW.Q1 Exchange Information and Ideas 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>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.Q1 Narrate I can present information about myself, my interests and my activities using a mixture of practiced or memorized words,</p>	<p>my preferences with others.</p>	<p>I can identify hobbies described in online posts.</p> <p>I can share if I like/don't like an activity with a friend.</p> <p>I can identify why someone likes / dislikes a hobby.</p> <p>I can tell what hobbies someone likes and why.</p> <p>I can ask someone what they like / do not like to do and why.</p> <p>I can tell what someone likes to do and why.</p> <p>I can compare / contrast sports played around the world.</p> <p>I can ask / answer what sports I like / don't like that are played around the</p>		<p>Why do you like...?</p> <p>She Likes / He likes</p> <p>She does not like / He does not like</p> <p>Opinions (It is easy / hard, It is fun, It is interesting, boring)</p> <p>Sports</p> <p>Music (genres, instruments)</p> <p>When do you like to...?</p> <p>Before...(ex. bed), After... (ex. school)</p> <p>Frequency (every day, sometimes, never)</p>
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<p>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>world.</p> <p>I can tell what sports someone likes / doesn't like.</p> <p>I can compare / contrast my music preferences with others around the world.</p> <p>I can ask / answer questions about music I like.</p> <p>I can identify when others do activities.</p> <p>I can tell when I do activities 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>NM.C.2.IS/IL/IW.Q1 Exchange Information and</p>	<p>I am learning about physical and personality traits so I can describe myself and others</p>	<p>I can identify someone's physical and personality traits when I hear them.</p> <p>I can identify physical and personality traits described in online posts.</p>		<p>Physical traits</p> <p>Personality traits</p> <p>What are you like?</p> <p>I am...</p> <p>What is he/she like?</p>

<p>Ideas 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>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.Q1 Narrate I can present information about myself, my interests and my activities 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</p>		<p>I can compare / contrast physical and personality traits with others around the world.</p> <p>I can ask / answer questions about “What someone is like” and “What I am like”.</p> <p>I can use physical and personality traits to describe what others are like around the world.</p> <p>I can identify who someone is and how old he/she is.</p> <p>I can ask / answer “Who someone is” and “How old someone is?”.</p> <p>I can introduce someone including a description of their physical and personality traits and their age.</p>		<p>He/she is...</p> <p>Who is...?</p> <p>How old is / are...?</p> <p>I am / have... years old.</p>
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related to familiar everyday life.				
Suggested Anchor Materials		Resources		Extension of Learning
		<ul style="list-style-type: none"> -Culturally authentic social media posts (Snapchat, websites, Facebook) -Culturally authentic visuals of sports and activities of target cultures -Target culture music charts / music videos (age-appropriate) -Culturally authentic infographics and/or visuals of people of target cultures representing various personality and physical traits (emphasis on diversity and avoidance of stereotyping) 		