

2023-2024 World Language Unit Framework

Secondary Level One

NH/NM (4) Let's Introduce Family!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: NH/NM (4) Let's Introduce Family!	Estimated Time Frame: HS 6 weeks, MS 12 weeks	
Big Idea (Thematic Description)		
In this unit, students are building a concept of family and real-world language use in order to describe their family structure, common celebrations, and compare/contrast families around the world.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice High/Novice Mid		-Asking/Answering spontaneous questions -Building vocabulary to interact in common/everyday situations -Including descriptions
Considerations	Prerequisite skills	Common Misconceptions
-Students may have differing perceptions of what constitutes a family. -Students may have minimal awareness of how celebrations differ across the world. -Students' perceptions of the value of different professions may differ across cultures.	-Calendar/date formation -Numbers -Descriptive adjectives (ex. colors, size, appearance) -Food vocabulary -Culturally appropriate greetings	-Labeling of family members (levels of respect, gender, etc.) -Adjective use and placement
Common Performance-Based Summative Assessment		Assessed Modes of Communication

<p>For high school (HS), there is not a common assessment unique to this unit. HS common unit assessment <u>Semester 2 NH Benchmark Assessment</u> reflects units 4-6.</p> <p>For middle school (MS), there is a common assessment unique to this unit. MS common unit assessment <u>8th Grade Semester 1 NM-NH Benchmark Assessment</u> reflects units 1-4.</p>	Interpersonal Speaking, Presentational Writing
Optional Performance-Based Summative Assessment	
<p><u>Create a children's story- "Book Signing"</u></p> At an author's event, students share their original children's book through a story time circle and author-signing event. FCPS language proficiency rubrics are available in two formats: <u>Single Point Proficiency Rubric</u> or <u>Continuum Proficiency Rubric</u> .	
<p><u>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</u></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>	

- **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 is my family unique? GQ: How do we celebrate together?		Intercultural: GQ: What are families like around the world?		
KAS for WL (Performance Indicators)	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements	I am learning about family structures so I can describe my family to others.	I can identify members of a family including pets. I can understand		Immediate/ Extended family Descriptions (Comparisons)

<p>from simple sentences in conversations.</p> <p>NM.C.2.IS/IL/IW.Q1 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>NH.C.3.PW/PS.Q1 Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>		<p>descriptions of a family photo.</p> <p>I can ask and answer questions about family with classmates.</p> <p>I can introduce members of my family to others.</p> <p>I can share about my family structure including any pets.</p> <p>I can describe what my family members look like.</p> <p>I can understand family structures from cultures around the world.</p> <p>I can interact with a partner to compare how our families look.</p> <p>I can compare/contrast family structures around the world.</p>		<p>Nationalities</p> <p>Feelings/ Emotions</p> <p>Pets</p>
<p>NH.C.1.IR/IL.Q2 Conversations and</p>	<p>I am learning about common family</p>	<p>I can identify celebrations of families</p>		<p>Holidays</p>

<p>Discussions I can understand familiar questions and statements from simple sentences in conversations.</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 and fictional texts</p> <p>NH.C.3.PW/PS.Q1 Narrate I can present personal information about my life and activities, using simple sentences most of the time.</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>celebrations around the world so that I can describe my family's celebrations to others.</p>	<p>around the world. I can describe celebrations in my family.</p> <p>I can ask and answer questions about family celebrations with classmates.</p> <p>I can understand when someone's birthday is.</p> <p>I can ask and answer questions about birthdays.</p> <p>I can understand messages on special occasion greeting cards.</p> <p>I can create a greetings card for a special occasion.</p> <p>I can compare/contrast my family celebrations with celebrations from around the world.</p>		<p>Q: What is your favorite... (holiday)? Birthdays My/ His/ Her birthday is... Q: When is...(your birthday)?</p>
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<p>NM.C.3.PW/PS.Q3 Inform or Describe I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>I.ICC.1.INV.Q2 Practices In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</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 and fictional texts.</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>I am learning about professions so that I can describe to others what my family members do.</p>	<p>I can compare professions around the world. (NH.C.1.IR/IL.Q1)</p> <p>I can ask and answer what professions family members have.</p> <p>I can ask and answer questions about future profession plans.</p> <p>I can share which professions I find interesting.</p> <p>I can identify</p>		<p>Professions</p> <p>Job related actions / tasks / responsibilities (ex. to cook, to teach, to build)</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>NH.C.3.PW/PS.Q1 Narrate I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I.ICC.1.INV.Q2 Practices In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>		<p>professions and what tasks they do. (NH.C.1.IR/IL.Q2)</p> <p>I can understand job descriptions in help wanted ads. (NH.C.1.IR/IL.Q1)</p> <p>I can ask and answer classmates what their family members do in their jobs.</p> <p>I can share about the responsibilities my family members have in their professions.</p> <p>I can indicate which professions I am interested in and describe why.</p>		
Suggested Anchor Materials	Suggested Resources		Extension of Learning	
	<ul style="list-style-type: none"> -Infographics, etc. about professions in the target culture -Culturally authentic greeting cards -Culturally authentic products of celebrations of target cultures (ex. YouTube videos, Newsela articles) 			