

# 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](#)

<b>Unit Title:</b> <i>NH/NM (4) Let's Introduce Family!</i>		<b>Estimated Time Frame:</b> HS 6 weeks, MS 12 weeks
<b>Big Idea (Thematic Description)</b>		
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.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice High/Novice Mid</a>		-Asking/Answering spontaneous questions -Building vocabulary to interact in common/everyday situations -Including descriptions
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
-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
<b>Common Performance-Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>

<p><b>For high school (HS), there is not a common assessment unique to this unit.</b> HS common unit assessment <a href="#">Semester 2 NH Benchmark Assessment</a> reflects units 4-6.</p> <p><b>For middle school (MS), there is a common assessment unique to this unit.</b> MS common unit assessment <a href="#">8<sup>th</sup> Grade Semester 1 NM-NH Benchmark Assessment</a> reflects units 1-4.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p><b>Optional Performance-Based Summative Assessment</b></p>	
<p><b><a href="#">Create a children’s story- “Book Signing”</a></b>          At an author’s event, students share their original children’s book through a story time circle and author-signing event.</p> <p>FCPS language proficiency rubrics are available in two formats: <a href="#">Single Point Proficiency Rubric</a> or <a href="#">Continuum Proficiency Rubric</a>.</p>	
<p><b><a href="#">Enduring Standards (11 Standards based on 5Cs)</a>- [Assessed standards are within Communication and Cultures]</b></p>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>● <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>● <b>Presentational Communication:</b> 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.</li> </ul> <p><b>Cultures</b></p> <ul style="list-style-type: none"> <li>● <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p><b>Connections</b></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?

<u><a href="#">KAS for WL (Performance Indicators)</a></u>	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><b>NM.C.2.IS/IL/IW.Q1</b> 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><b>NH.C.3.PW/PS.Q1</b> Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><b>I.ICC.1.INV.Q2 Practices</b></p> <p>In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>		<p><b>descriptions of a family photo.</b></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><b>NH.C.1.IR/IL.Q2</b> Conversations and</p>	<p>I am learning about common family</p>	<p>I can identify celebrations of families</p>		<p>Holidays</p>

<p><b>Discussions</b> I can understand familiar questions and statements from simple sentences in conversations.</p> <p><b>NH.C.1.IR/IL.Q1</b> <b>Informational and Fictional Texts</b> I can identify the topic and some isolated facts from simple sentences in informational and fictional texts</p> <p><b>NH.C.3.PW/PS.Q1</b> <b>Narrate</b> I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><b>NM.C.2.IS/IL/IW.Q1</b> <b>Exchange Information and Ideas</b> 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.</p> <p>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)?</p> <p>Birthdays</p> <p>My/ His/ Her birthday is...</p> <p>Q: When is...(your birthday)?</p>
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<p><b>NM.C.3.PW/PS.Q3</b> <b>Inform or Describe</b> I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p><b>I.ICC.1.INV.Q2 Practices</b> In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>				
<p><b>NH.C.1.IR/IL.Q1</b> <b>Informational and Fictional Texts</b> I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p><b>NH.C.1.IR/IL.Q2</b> <b>Conversations and Discussions</b> 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><b>I can compare professions around the world. (NH.C.1.IR/IL.Q1)</b></p> <p><b>I can ask and answer what professions family members have.</b></p> <p><b>I can ask and answer questions about future profession plans.</b></p> <p><b>I can share which professions I find interesting.</b></p> <p><b>I can identify</b></p>		<p>Professions</p> <p>Job related actions / tasks / responsibilities (ex. to cook, to teach, to build)</p>

<p><b>NM.C.2.IS/IL/IW.Q1</b> 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><b>NH.C.3.PW/PS.Q1</b> Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><b>I.ICC.1.INV.Q2 Practices</b></p> <p>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"> <li>-Infographics, etc. about professions in the target culture</li> <li>-Culturally authentic greeting cards</li> <li>-Culturally authentic products of celebrations of target cultures (ex. YouTube videos, Newsela articles)</li> </ul>			