

# 2023-2024 World Language Unit Framework

## Secondary Level One

NH (6) Let's Take A Trip!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> NH (6) Let's Take A Trip!	<b>Estimated Time Frame:</b> HS 6 weeks, MS 12 weeks			
<b>Big Idea (Thematic Description)</b>				
In this unit, students are building an understanding of the world around them in order to describe where they are going, what they are wearing, and what they are doing in the context of a trip.				
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>		
<a href="#">Novice High</a>		-Asking/Answering questions -Including descriptions -Creating sentences in the present tense		
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>		
-Students may have differing experiences regarding travel outside of Lexington, the state and the country.  -Students may have differing perceptions and awareness of culturally appropriate clothing.  -Students may have minimal awareness of variations in appropriate behaviors while traveling.	-Colors -I like/don't like -Weather -Leisure activities and sports -Where is...? -Numbers -Favorite -Description words	-Seasonal variations -Country representation vary across cultures (Map projection) -Usage of Fahrenheit vs. Celsius		
<b>Performance Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>		

**For high school (HS), there is not a common unit assessment unique to this unit.** HS common unit assessment [Semester 2 NH Benchmark Assessment](#) reflects Units 4, 5, and 6.

**For middle school (MS), there is not a common unit assessment unique to this unit.** MS common unit assessment [8<sup>th</sup> Grade Semester 2 NH Benchmark Assessment](#) reflects Units 4, 5, and 6.

Interpersonal Speaking, Presentational Writing

### Optional Performance Based Summative Assessment

#### Travel Video Diary

In order to share their opinions, students create a travel vlog capturing their daily experiences including where they go, what the weather is like, what they are wearing and what they do.

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:		Intercultural:		
KAS for WL (Performance Indicators)	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
N.H.C.1.IR/IL.Q1 Informational and Fictional Texts	I am learning about geography so I can describe where I am	I can identify the countries and continents when I hear		Countries / continents

<p>I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p><b>NH.C.2.IS/IL/IW.Q3</b> <b>Preferences and Opinions</b> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</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>I.ICC.1.INV.Q1</b> <b>Products</b> In my own and other cultures, I can compare products related to everyday life and personal interests or studies.</p>	<p>going.</p>	<p>where someone is.</p> <p>I can indicate on a map in what part of the world an item is made.</p> <p>I can ask and answer where someone is in the world.</p> <p>I can tell where someone is.</p> <p>I can identify geographic features in photos of countries being described.</p> <p>I can identify the geographic features posted on touristic websites.</p> <p>I can describe and compare the geographic features of a country.</p> <p>I can answer questions about my geographical preferences.</p> <p>I can recognize the temperature on a weather forecast.</p>		<p>Geographic features</p> <p>Temperature</p> <p>Q: What is the temperature?</p>
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		<p>I can compare Fahrenheit and Celsius temperature scales.</p> <p>I can describe the weather and temperature of a country.</p> <p>I can ask and answer what the weather is in different countries.</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.2.IS/IL/IW.Q3</b> <b>Preferences and Opinions</b> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>	<p>I am learning about seasonal clothing so I can describe what I wear.</p>	<p>I can identify clothing being worn during warm weather.</p> <p>I can identify clothing items packed for a warm weather trip.</p> <p>I can describe my favorite culturally appropriate outfit for a warm weather trip.</p> <p>I can ask and answer what clothing I am bringing on a warm weather trip.</p> <p>I can identify clothing being worn during cold</p>		<p>Seasonal clothing (warm weather)</p> <p>Seasonal clothing (cold weather)</p> <p>Q: What do you wear...? (ex. when it's cold, in summer)</p>

<p><b>NH.C.3.PW/PS.Q2</b>  <b>Preference or Opinion</b>  I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <p><b>N.ICC.2.INT.Q2 Behavior</b>  I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>weather.</p> <p>I can identify clothing items packed for a cold weather trip.</p> <p>I can describe my favorite culturally appropriate outfit for a cold weather trip.</p> <p>I can ask and answer what clothing I am bringing on a cold weather trip.</p> <p>I can choose the best outfit based on a weather forecast for a certain country.</p> <p>I can compare the class's chosen outfits and describe my preferred outfit.</p>		
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<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</p>	<p>I am learning about activities so I can describe where I go and what I do.</p>	<p>I can identify different places people go in specific regions based on a travel blog.</p> <p>I can identify different</p>		<p>Regionally specific places to visit  To go  Trip activities (ex.</p>
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<p>informational and fictional texts.</p> <p><b>NH.C.2.IS/IL/IW.Q3</b> <b>Preferences and Opinions</b> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</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>NH.C.3.PW/PS.Q2</b> <b>Preference or Opinion</b> I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <p><b>N.ICC.2.INT.Q2 Behavior</b> I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in</p>		<p>places people go in specific regions based on a social media post.</p> <p>I can ask and answer about places I go in a specific region.</p> <p>I can tell others where peers go in a specific region.</p> <p>I can identify different activities to do while on a trip in specific regions.</p> <p>I can compare what culturally appropriate activities there are to do in different regions and weather.</p> <p>I can ask and answer what activities I do in different regions.</p> <p>I can ask and answer what activities I do in different weather.</p> <p>I can share a region I prefer to visit and activities to do there.</p> <p>I can compare the</p>		<p>to ski, to visit, to shop)</p> <p>To do</p> <p>Preferences (ex. to like, to prefer)</p> <p>Who / What / Where / When / Why</p> <p>Because</p> <p>Q: Where are you going? Why?</p> <p>Q: When are you going?</p> <p>Q: What are you doing?</p>
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familiar everyday situations.	<p>class's chosen activities in their preferred regions and describe my preferences.</p> <p>I can identify logical responses to informational questions about a trip.</p> <p>I can answer questions about a trip to a region.</p> <p>I can ask questions to my peers about a trip.</p> <p>I can create the questions for an interview about someone's travel plans.</p> <p>I can recognize appropriate and inappropriate activities for certain locations.</p>		
Suggested Anchor Materials	Resources		Extension of Learning
	<ul style="list-style-type: none"> <li>-Culturally authentic weather forecast</li> <li>-Celsius and Fahrenheit conversion table/chart</li> <li>-Culturally authentic map of the world</li> <li>-Culturally authentic photos of outfits for different weather</li> <li>-Culturally authentic travel blogs and social media posts</li> </ul>		

