

2023-2024 World Language Unit Framework

Secondary Level One

NH (5) Let's Explore!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

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| Unit Title: <i>NH (5) Let's Explore!</i> | | Estimated Time Frame: HS 6 weeks, MS 12 weeks |
| Big Idea (Thematic Description) | | |
| In this unit, students are building a concept of living environments. Key components include identifying characteristics of homes and communities, who works within the community, what one can do there, and how this compares to other communities around the world. | | |
| Targeted Proficiency/Performance Level | | Power Language Skills |
| Novice High | | -Creating sentences in the present tense -Asking questions -Answering questions |
| Considerations | Prerequisite skills | Common Misconceptions |
| -Students may have differing perceptions of home and home life -Students may have minimal awareness of differing environmental practices with differing cultures -Avoid cultural stereotypes related to living environments and professions | -Professions -Job related activities/verbs -Verbs to have and to be -Leisure activities and sports -Places to shop | -Concept of community -Home layouts/rooms -Location of appliances and items within homes -Classification of jobs |
| Performance Based Summative Assessment | | Assessed Modes of Communication |

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| <p>For high school (HS), there is not a common assessment unique to this unit. HS common unit assessment Semester 2 NH Benchmark Assessment reflects units 4-6.</p> <p>For middle school (MS), there is not a common unit assessment unique to this unit. MS common unit assessment 8th Grade Semester 2 NH Benchmark Assessment reflects Units 4, 5 and 6.</p> | <p>Interpersonal Speaking, Presentational Writing</p> |
| <p>Optional Performance Based Summative Assessment</p> | |
| <p>Design a Home- “Airbnb” Through an on-line setting, students design and promote an Airbnb, highlighting property features and the community.</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. <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 do I describe my home?
GQ: How do I describe my community?

Intercultural:

GQ: How do people live around the world?

| <u>KAS for WL (Performance Indicators)</u> | Sample Learning Intentions | Sample Success Criteria | (Optional) Formative Assessment | Essential Vocabulary /Phrases |
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| <p>NH.C.1.IR/IL.Q1 Exchange Information and Ideas I can identify the topic and some isolated facts from simple sentences in</p> | <p>I am learning about living environments so I can describe my home to others.</p> | <p>I can identify different types of homes in my community. I can compare /</p> | | <p>Description of home (ex. house, apartment) I live...</p> |

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| <p>informational and fictional texts.</p> <p>NH.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> <p>I can request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> <p>NH.C.3.PW/PS.Q3 Inform or Describe</p> <p>I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p>N.ICC.1.INV.Q1 Products</p> <p>In my own and other cultures, I can identify some typical products related to familiar everyday life.</p> <p>N.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can identify some typical practices related to familiar</p> | | <p>contrast homes around the world.</p> <p>I can ask and answer where I live.</p> <p>I can describe where my friends live.</p> <p>I can identify the rooms of a home listed in an ad.</p> <p>I can compare / contrast rooms in homes around the world.</p> <p>I can describe what my home is like including the rooms.</p> <p>I can ask and answer questions about rooms in a home.</p> <p>I can write an ad describing a home that includes rooms.</p> <p>I can identify which objects belong in which rooms of a home.</p> | | <p>Q: Where do you live?</p> <p>Rooms in a home</p> <p>Q: What/how is it like?</p> <p>Furniture / objects in a home</p> <p>Activities at home</p> <p>Q: What can I do there?</p> |
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| <p>everyday life.</p> | | <p>I can compare / contrast what objects might be found in homes around the world.</p> <p>I can describe what a room is like in my home including the objects in it.</p> <p>I can ask and answer questions about where objects are located in a home.</p> <p>I can write a description of my home including details.</p> <p>I can respond to an ad / post asking questions about a home for rent.</p> <p>I can identify activities to do in rooms of a house.</p> <p>I can compare / contrast activities one does in homes around the world.</p> | | |
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| | | <p>I can describe what I do in my home.</p> <p>I can ask classmates what they do in their home.</p> <p>I can create a description of a home located in my community or another including activities to do.</p> | | |
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| <p>NH.C.1.IR/IL.Q1 Exchange Information and Ideas I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p>NH.C.2.IS/IL/IW.Q1 Exchange Information and Ideas I can request and provide information by asking and answering practice and some original questions on familiar and everyday</p> | <p>I am learning about living environments so I can describe my community to others.</p> | <p>I can identify common places within a community.</p> <p>I can identify a city from its description.</p> <p>I can ask and answer questions about what is located in my community.</p> <p>I can describe how my community compares with another community.</p> | | <p>Neighborhood / community places</p> <p>Descriptions of cities</p> <p>Directions</p> <p>Transportation</p> <p>Q: How do I get to...?</p> <p>Activities in town</p> <p>Q: What can I do there?</p> |

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| <p>topics, using simple sentences most of the time.</p> <p>NH.C.3.PW/PS.Q3 Inform or Describe I can present on familiar and everyday topics, using simple sentences most of the time.</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>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>I can write a description of my community for someone interested in visiting.</p> <p>I can follow directions to get from one place to another.</p> <p>I can identify different forms of transportation available in my community.</p> <p>I can ask someone for directions and available transportation.</p> <p>I can give someone directions to a specific location.</p> <p>I can send someone a written message on how best to get to a location.</p> <p>I can identify what activities one can do in my community.</p> | | |
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| | | <p>I can compare / contrast activities in my community with those available in another community.</p> <p>I can ask someone what activities are available at certain locations.</p> <p>I can answer questions about activities I do in my community to find someone with similar interests.</p> <p>I can describe my community including activities available for someone to do.</p> | | |
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| Suggested Anchor Materials | | Resources | | Extension of Learning |
| | | <ul style="list-style-type: none"> -Culturally authentic examples of homes from around the world (including inside and outside) -Ads for homes for sale / rent in target cultures -Culturally authentic ads of furniture and appliances -Maps of target culture communities -Culturally authentic websites / ads / brochures of community activities -Culturally authentic visuals of places in target cultures | | |