

# 2024-2025 World Language Unit Framework

# 7th Grade Introduction

NM (2) *Let's Eat!*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title: NM (2) <i>Let's Eat!</i></b>		<b>Estimated Time Frame: 12 weeks</b>
<b>Big Idea (Thematic Description)</b>		
In this unit, students are building a concept of cuisine and real-world language use to express their food preferences and eating habits so that they can purchase food needed to make a dish.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid</a>		<ul style="list-style-type: none"> <li>Combining memorized language</li> <li>Memorizing language to start/end an interaction</li> <li>Building basic vocabulary for predictable situations</li> </ul>
<b>Considerations</b>	<b>Prerequisite skills</b>	<b>Common Misconceptions</b>
<ul style="list-style-type: none"> <li>Students may have differing perceptions and experiences with mealtime, table etiquette and variety of foods and drinks.</li> <li>Students may have minimal awareness of how food shopping practices and foods consumed vary from culture to culture.</li> <li>Consider cultural connotations attached with certain cuisines and places to shop.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings / Farewells</li> <li>Colors</li> <li>I have / need</li> <li>Numbers 1-10</li> <li>Where is...?</li> </ul>	<ul style="list-style-type: none"> <li>Food shopping practices</li> <li>Meal times and food choices</li> <li>How prices are written</li> <li>Usage of measurement systems</li> </ul>
<b>Performance-Based Summative Assessment</b>		<b>Assessed Modes of Communication</b>
For middle school (MS), there is not a common unit assessment unique to this unit.		Interpersonal Speaking, Presentational Writing

## Optional Performance-Based Summative Assessment

### Plan a menu - "Savoring the Culture"

Students will create a hand-drawn or digital tasting menu from a region and / or country of the target language to present to a head chef for a pop-up event at their restaurant.

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:**

GQ: What do I eat?  
GQ: Where do I find what I like to eat?

**Intercultural:**

GQ: How do people eat around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p><b>NM.C.1.IR/IL.Q1</b> <b>Informational and Fictional Texts</b> I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q3</b> <b>Preferences and Opinions</b> I can express my own preferences or feelings</p>	<p>I am learning about foods so I can share my preferences with others.</p>	<p>I can identify foods and drinks shown in ads / being sold in stores or markets / being eaten by someone.</p> <p>I can compare/contrast foods and drinks consumed around the world.</p> <p>I can identify the foods and drinks in</p>		<p>Common foods</p> <p>Common drinks</p> <p>I like.../ I don't like...</p> <p>Q: What do you like (to eat)?</p> <p>__(food)__ are my favorite / My favorite food is...</p> <p>Food descriptions</p>

<p>and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NM.C.3.PW/PS.Q2</b>  <b>Preferences or Opinions</b>  I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p><b>N.ICC.1.INV.Q1</b>  <b>Products</b>  In my own and other cultures, I can identify some typical products related to familiar everyday life</p>		<p>ads.</p> <p>I can compare/contrast my food preferences with others.</p> <p>I can share if I like / don't like a food with a friend.</p> <p>I can tell you my favorite food and drink.</p> <p>I can list my food preferences for others to learn about me.</p> <p>I can identify the difference in foods including their color, size and taste.</p> <p>I can give someone the food they are describing.</p> <p>I can describe a food to someone so they can give it to me.</p> <p>I can describe my favorite foods.</p>		<p>(color, size, taste)</p>
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<p><b>NM.C.1.IR/IL.Q1</b>  <b>Informational and Fictional Texts</b>  I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q3</b>  <b>Preferences and Opinions</b>  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><b>NM.C.3.PW/PS.Q2</b>  <b>Preferences or Opinions</b>  I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p><b>N.ICC.1.INV.Q2</b>  <b>Practices</b></p>	<p>I am learning about meals so I can share my preferences and eating habits with others.</p>	<p><b>I can identify meals eaten at certain times of the day.</b></p> <p><b>I can tell at what time a meal is typically eaten.</b></p> <p><b>I can identify foods eaten for different meals around the world.</b></p> <p><b>I can tell how often I eat a meal.</b></p> <p><b>I can tell what foods I eat for each meal.</b></p> <p><b>I can ask others what they want for a meal.</b></p> <p><b>I can compare/contrast my eating habits with others around the world.</b></p> <p><b>I can identify if someone is hungry or thirsty.</b></p> <p><b>I can tell someone if I am hungry / thirsty and what I want to eat / drink.</b></p>		<p>Meals</p> <p>Morning, afternoon, evening</p> <p>I eat...</p> <p>Frequency (how often, how much)</p> <p>Q: What do you want / eat (for breakfast, dinner, etc.)?</p> <p>Food needs (I'm hungry/thirsty)</p> <p>Meal time expressions (ex. Bon appétit)</p> <p>Table Etiquette</p>
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<p>In my own and other cultures, I can identify some typical practices related to familiar everyday life.</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>I can recognize phrases used during meal times that are culturally appropriate.</p> <p>I can use a culturally appropriate mealtime expression with someone who is about to eat.</p>		
<p><b>NM.C.1.IR/IL.Q1 Informational and Fictional Texts</b> I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in informational and fictional texts.</p> <p><b>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple</p>	<p>I am learning about cooking so I can buy items needed to make a dish.</p>	<p>I can identify places that sell foods.</p> <p>I can compare / contrast where food is sold in different cultures around the world.</p> <p>I can tell which places sell a food item.</p> <p>I can tell where I like / don't like to shop to buy food in my community.</p> <p>I can make a list of places to shop for</p>		<p>Places to shop for food</p> <p>Asking for food (I want.../I would like...)</p> <p>Q: What do you need / want (to buy)?</p> <p>Currency/price</p> <p>Numbers 61 – 100</p> <p>Q: How much is it?</p> <p>Shopping etiquette</p>

<p>sentences, and questions.</p> <p><b>NM.C.3.PW/PS.Q2</b>  <b>Preferences or Opinions</b>  I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p><b>N.ICC.1.INV.Q2</b>  <b>Practices</b>  In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p> <p><b>N.ICC.2.INT.Q2</b>  <b>Behavior</b>  I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>ingredients needed for a dish.</p> <p>I can identify a food item someone wants / would like.</p> <p>I can answer what food item I want / would like.</p> <p>I can make a list of food items I want / would like for a dish.</p> <p>I can understand how much a food item costs.</p> <p>I can compare / contrast the price of food items around the world.</p> <p>I ask / tell how much a food item costs.</p> <p>I can tell how much a dish costs to make.</p> <p>I can create a shopping list for a dish</p> <p>I wish to make (including what and where to buy and</p>		
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		costs.  I can indicate what foods I need and interact in a culturally appropriate way when purchasing items.		
Suggested Anchor Materials		Resources		Extension of Learning
		<ul style="list-style-type: none"> <li>• Culturally authentic food ads</li> <li>• Culturally authentic food market or store scenes</li> <li>• Culturally authentic utensils used to cook and/or eat</li> <li>• Culturally authentic recipes</li> <li>• Use resources that reflect diverse culinary practices across the target language cultures</li> </ul>		