

2024-2025 World Language Unit Framework

7th Grade Introduction

NM/NH (3) *Let's Hang Out!*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: NM/NH (3) <i>Let's Hang Out!</i>		Estimated Time Frame: 12 weeks
Big Idea (Thematic Description)		
In this unit, students are building an understanding of themselves and others in order to share their leisure activity preferences and describe physical and personality traits.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid / Novice High		<ul style="list-style-type: none"> Asking memorized questions Answering rehearsed questions Building basic vocab for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
<ul style="list-style-type: none"> Students may have differing perceptions and awareness of common leisure activities, clothing, and music across the world Avoid cultural stereotypes related to leisure activities, clothing and descriptions of people (physical traits) Introduction of sports and hobbies focuses on infinitives (for applicable languages) 	<ul style="list-style-type: none"> Greetings/Farewells Colors #s 1-10 Foods I like / I don't like What do you like (to do)? I have / I need 	<ul style="list-style-type: none"> Concept of "leisure time" Seasonal variation

Common Performance-Based Assessment	Assessed Modes of Communication
For middle school (MS), there is not a common unit assessment unique to this unit.	Interpersonal Speaking, Presentational Writing
Optional Performance-Based Summative Assessment	
<p><u>Student Council - “Classmate to Candidate”</u> Students, acting as journalists for a school newspaper, will interview a peer who is a candidate for student council. In the interview they will need to gather information about the candidate, including: their age, birthday, physical appearance, personality traits, interests, activities, sports / hobbies, and music preferences.</p> <p>Once all information has been collected from the interview, students will write an article for the school newspaper that presents all the information they gathered and explains why they feel the candidate they interviewed is an ideal candidate for the school's student council.</p> <p>FCPS language proficiency rubrics are available in two formats: Single Point Proficiency Rubric or Continuum Proficiency Rubric.</p>	
<u>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</u>	
<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.

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: How do I describe my friends?
GQ: What do we do together?

Intercultural:

GQ: What do friends do for fun around the world?

<u>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	(Optional) Formative Assessment	Essential Vocabulary /Phrases
NH.C.1.IR/IL.Q2	I am learning about	I can identify hobbies		Hobbies

<p>Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</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>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions 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>NM.C.3.PW/PS.Q1 Narrate I can present information about myself, my interests and my activities using a mixture of practiced or</p>	<p>activities so I can share my preferences with others.</p>	<p>when I hear them.</p> <p>I can identify hobbies described in online posts.</p> <p>I can share if I like/don't like an activity with a friend.</p> <p>I can identify why someone likes / dislikes a hobby.</p> <p>I can tell what hobbies someone likes and why.</p> <p>I can ask someone what they like / do not like to do and why.</p> <p>I can tell what someone likes to do and why.</p> <p>I can compare / contrast sports played around the world.</p> <p>I can ask / answer what sports I like / don't like that are</p>		<p>Why do you like...?</p> <p>She Likes / He likes</p> <p>She does not like / He does not like</p> <p>Opinions (It is easy / hard, It is fun, It is interesting, boring)</p> <p>Sports</p> <p>Music (genres, instruments)</p> <p>When do you like to...?</p> <p>Before...(ex. bed), After... (ex. school)</p> <p>Frequency (every day, sometimes, never)</p>
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<p>memorized words, phrases and simple sentences</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 everyday life.</p>		<p>played around the world.</p> <p>I can tell what sports someone likes / doesn't like.</p> <p>I can compare / contrast my music preferences with others around the world.</p> <p>I can ask / answer questions about music I like.</p> <p>I can identify when others do activities.</p> <p>I can tell when I do activities and why.</p>		
<p>NH.C.1.IR/IL.Q2 Conversations and Discussions</p> <p>I can understand familiar questions and statements from simple sentences in conversations.</p>	<p>I am learning about physical and personality traits so I can describe myself and others</p>	<p>I can identify someone's physical and personality traits when I hear them.</p> <p>I can identify physical and personality traits described in online</p>		<p>Physical traits</p> <p>Personality traits</p> <p>What are you like?</p> <p>I am...</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>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions</p> <p>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>NM.C.3.PW/PS.Q1 Narrate</p> <p>I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences</p> <p>N.ICC.1.INV.Q2 Practices</p> <p>In my own and other</p>		<p>posts.</p> <p>I can compare / contrast physical and personality traits with others around the world.</p> <p>I can ask / answer questions about “What someone is like” and “What I am like”.</p> <p>I can use physical and personality traits to describe what others are like around the world.</p> <p>I can identify who someone is and how old he/she is.</p> <p>I can ask / answer “Who someone is” and “How old someone is?”.</p> <p>I can introduce someone including a description of their physical and personality traits and their age.</p>		<p>What is he/she like?</p> <p>He/she is...</p> <p>Who is...?</p> <p>How old is / are...?</p> <p>I am / have... years old.</p>
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cultures, I can identify some typical practices related to familiar everyday life.				
Suggested Anchor Materials	Suggested Resources		Extension of Learning	
	<ul style="list-style-type: none"> ● Culturally authentic social media posts (Snapchat, websites, Facebook) ● Culturally authentic visuals of sports and activities of target cultures ● Target culture music charts / music videos (age appropriate) ● Culturally authentic infographics and/or visuals of people of target cultures representing various personality and physical traits (emphasis on diversity and avoidance of stereotyping). 			