

# 2024-2025 World Language Unit Framework

## 8th Grade Unit 2

NH/NM/NL (1-3) *My Life as an Exchange Student*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NL/NM/NH (1-3) My Life as an Exchange Student</i>		<b>Estimated Time Frame:</b> 9 weeks for all 3 units; 3 weeks for Unit 2
<b>Big Idea (Thematic Description)</b>		
<p>In these units (Units 1-3), students are building an understanding of life as a student and real-world language use in order to: identify and describe a school's structure; compare/contrast the concept of schools around the world; express their food preferences; and build an understanding of themselves and others in order to share their leisure activity preferences and describe physical and personality traits.</p>		
<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</li> </ul>	<ul style="list-style-type: none"> <li>Common foods</li> <li>Common drinks</li> <li>I like.../ I don't like...</li> <li>Meals</li> <li>I eat...</li> <li>Frequency (how often, how much)</li> <li>Food needs (I'm hungry/thirsty)</li> <li>Meal time expressions (ex. Bon appétit)</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>

places to shop.	<ul style="list-style-type: none"> <li>• Places to shop for food</li> <li>• Asking for food (I want.../I would like...)</li> </ul>	
<b>Common Performance-Based Assessment</b>		<b>Assessed Modes of Communication</b>
<b>For middle school (MS), there is a common unit assessment for this unit.</b> MS common unit assessment <a href="#">Semester 1 NM Benchmark Assessment</a> reflects Units 1 & 2.		Interpersonal Speaking, Presentational Writing
<b>Optional Performance-Based Summative Assessment</b>		
<p><b>Create a Blog - “My Life Abroad” (To be created at the end of the Unit 3 review)</b></p> <p>You are a current exchange student in another country. In order to prepare for the stay of future exchange students, you will create a series of blog/vlog posts detailing your life in that country. You will talk about your school day, the foods you like and don't like (including where to shop for them), and activities you enjoy doing in your free time.</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>		
<b><u>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</u></b>		
<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. <b>Presentational Communication:</b></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</li> </ul>		

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	Extension Activities(Optional) Formative Assessment	Essential Vocabulary /Phrases
NM.C.1.IR/IL.Q1	I am learning about	I can identify foods and		Spiraled

<p><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 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 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 Products</b> In my own and other cultures, I can identify some typical products</p>	<p>foods so I can share my preferences with others.</p>	<p>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 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,</p>		<p><b>Vocabulary:</b> <i>Activating prior 7th grade base vocabulary</i></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 (color, size, taste)</p> <p><b>Vocabulary Extension:</b> <i>To be added from 7th grade base vocabulary</i></p> <p>Culture-specific food and drink vocabulary</p> <p>Food descriptions (e.g. temperature, texture)</p>
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<p>related to familiar everyday life</p>		<p>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>Food groups</p> <p>Q: What do you want to eat?</p>
<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>I am learning about meals so I can share my preferences and eating habits with others.</p>	<p>I can identify meals eaten at certain times of the day.</p> <p>I can tell at what time a meal is typically eaten.</p> <p>I can identify foods eaten for different meals around the world.</p> <p>I can tell how often I eat a meal.</p> <p>I can tell what foods I eat for each meal.</p> <p>I can ask others what they want for a meal.</p>		<p><b>Spiraled Vocabulary:</b> <i>Activating prior 7th grade base vocabulary</i></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><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>I can compare/contrast my eating habits with others around the world.</p> <p>I can identify if someone is hungry or thirsty.</p> <p>I can tell someone if I am hungry / thirsty and what I want to eat / drink.</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>Food needs (I'm hungry/thirsty)</p> <p>Meal time expressions (ex. Bon appétit)</p> <p>Table Etiquette</p> <p><b>Vocabulary Extension:</b> <i>To be added from 7th grade base vocabulary</i></p> <p>Place settings (e.g. knife, fork, plate, cup)</p>
<p><b>NM.C.1.IR/IL.Q1</b> <b>Informational and Fictional Texts</b> I can identify some basic</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 /</p>		<p><b>Spiraled Vocabulary:</b> <i>Activating prior 7th grade base</i></p>

<p>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>  In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p><b>contrast where food is sold in different cultures around the world.</b></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 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</p>		<p><i>vocabulary</i></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>#s 61 – 100</p> <p>Q: How much is it?</p> <p>Shopping etiquette</p> <p><b>Vocabulary Extension:</b>  <i>To be added from 7th grade base vocabulary</i></p> <p>Shopping vocabulary (e.g. sale, discount, cashier)</p> <p>Pleasantries associated with shopping (please, thank you)</p>
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<p>N.ICC.2.INT.Q2 Behavior</p> <p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>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 costs.</p> <p>I can indicate what foods I need and interact in a culturally appropriate way when purchasing items.</p>		<p>Q: Where can I buy...?</p> <p>Q: What are the ingredients to make...?</p>
Suggested Anchor Materials		Suggested Resources		Extension of Learning
<ul style="list-style-type: none"> <li>• Grocery store website in the target language/culture</li> <li>• Cooking show (YouTube Channel) in the target language/culture</li> <li>• Recipe website in the target language</li> </ul>	<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>			