

2024-2025 World Language Unit Framework

8th Grade Unit 3

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

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NL/NM/NH (1-3) My Life as an Exchange Student</i>		Estimated Time Frame: 9 weeks for all 3 units; 3 weeks for Unit 3
Big Idea (Thematic Description)		
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.		
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 vocabulary 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"> Hobbies She likes / He likes She does not like / He does not like Sports Music (e.g. genres, instruments) Opinions Physical traits Personality Traits What are you like? I am... 	<ul style="list-style-type: none"> Concept of “leisure time” Seasonal variation

	<ul style="list-style-type: none"> ● What is he/she like? He/she is... ● Who is...? ● #s 1 - 60 ● How old is / are...? ● I am / have...years old. 	
Common Performance-Based Assessment		Assessed Modes of Communication
<p>For middle school (MS), there is not a common unit assessment unique to this unit. MS common unit assessment Semester 2 NH Benchmark Assessment primarily will reflect Units 3, 4, and part of 5.</p>		Interpersonal Speaking, Presentational Writing
Optional Performance-Based Summative Assessment		
<p>Create a Blog - “My Life Abroad” (To be created at the end of the Unit 3 review)</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: 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. Presentational Communication: ● 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: 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	Extension Activities(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NH.C.1.IR/IL.Q2 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</p>	<p>I am learning about activities so I can share my preferences with others.</p>	<p>I can identify hobbies 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</p>		<p>Spiraled Vocabulary: <i>Activating prior 7th grade base vocabulary</i></p> <p>Hobbies</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</p>

<p>Narrate 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 In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>		<p>world.</p> <p>I can ask / answer what sports I like / don't like that are 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>day, sometimes, never)</p> <p>Vocabulary Extension: <i>To be added from 7th grade base vocabulary</i></p> <p>Q: What do you like to do?</p> <p>Adjectives to describe hobbies (e.g. exciting, relaxing, challenging)</p>
<p>NH.C.1.IR/IL.Q2 Conversations and Discussions</p>	<p>I am learning about physical and personality traits so I can describe</p>	<p>I can identify someone's physical and personality traits</p>		<p>Spiraled Vocabulary: <i>Activating prior 7th</i></p>

<p>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</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</p>	<p>myself and others</p>	<p>when I hear them.</p> <p>I can identify physical and personality traits described in online 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</p>		<p><i>grade base vocabulary</i></p> <p>Physical traits</p> <p>Personality traits</p> <p>What are you like?</p> <p>I am...</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> <p>Vocabulary Extension: <i>To be added from 7th grade base vocabulary</i></p> <p>Additional physical and personal traits (hair color, braids, glasses, beard)</p> <p>Q: What is his / her name?</p>
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<p>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>physical and personality traits and their age.</p>		<p>His/her name is...</p> <p>More than / less than / the same as</p>
Suggested Anchor Materials		Suggested Resources		Extension of Learning
<ul style="list-style-type: none"> • Commercials for popular sports teams and/or athletes in the target language/culture • Top 100 Billboard for music in the target culture/language 	<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) 			