

2024-2025 World Language Unit Framework

Secondary Level One

NH/NM (4) Let's Introduce Family!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NH/NM (4) Let's Introduce Family!</i>		Estimated Time Frame: HS 6 weeks, MS 9 weeks
Big Idea (Thematic Description)		
In this unit, students are building a concept of family and real-world language use in order to describe their family structure, common celebrations, and compare/contrast families around the world.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice High/Novice Mid		<ul style="list-style-type: none"> Asking/Answering spontaneous questions Building vocabulary to interact in common/everyday situations Including descriptions
Considerations	Prerequisite skills	Common Misconceptions
<ul style="list-style-type: none"> Students may have differing perceptions of what constitutes a family. Students may have minimal awareness of how celebrations differ across the world. Students' perceptions of the value of different professions may differ across cultures. 	<ul style="list-style-type: none"> Calendar/date formation Numbers Descriptive adjectives (ex. colors, size, appearance) Food vocabulary Culturally appropriate greetings 	<ul style="list-style-type: none"> Labeling of family members (levels of respect, gender, etc.) Adjective use and placement
Common Performance-Based Summative Assessment		Assessed Modes of Communication

<p>For high school (HS), there is not a common unit assessment unique to this unit. HS common unit assessment Semester 2 NH Benchmark Assessment will reflect Units 3, 4, and part of 5.</p> <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 will reflect Units 3, 4, and part of 5.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p>Optional Performance-Based Summative Assessment</p>	
<p><u>Create a children’s story- “Book Signing”</u> At an author’s event, students share their original children’s book through a story time circle and author-signing event.</p> <p>FCPS language proficiency rubrics are available in two formats: Single Point Proficiency Rubric or Continuum Proficiency Rubric.</p>	
<p><u>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</u></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. 	

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 is my family unique?
GQ: How do we celebrate together?

Intercultural:

GQ: What are families like 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 Conversations and Discussions I can understand familiar	I am learning about family structures so I can describe my family to others.	I can identify members of a family including pets.		Immediate/ Extended family Descriptions

<p>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>NH.C.3.PW/PS.Q1 Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>		<p>I can understand descriptions of a family photo.</p> <p>I can ask and answer questions about family with classmates.</p> <p>I can introduce members of my family to others.</p> <p>I can share about my family structure including any pets.</p> <p>I can describe what my family members look like.</p> <p>I can understand family structures from cultures around the world.</p> <p>I can interact with a partner to compare how our families look.</p> <p>I can compare/contrast family structures around the world.</p>		<p>(Comparisons)</p> <p>Nationalities</p> <p>Feelings/ Emotions</p> <p>Pets</p>

<p>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in conversations.</p> <p>NH.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify the topic and some isolated facts from simple sentences in informational and fictional texts</p> <p>NH.C.3.PW/PS.Q1 Narrate I can present personal information about my life and activities, using simple sentences most of the time.</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</p>	<p>I am learning about common family celebrations around the world so that I can describe my family's celebrations to others.</p>	<p>I can identify celebrations of families around the world.</p> <p>I can describe celebrations in my family.</p> <p>I can ask and answer questions about family celebrations with classmates.</p> <p>I can understand when someone's birthday is.</p> <p>I can ask and answer questions about birthdays.</p> <p>I can understand messages on special occasion greeting cards.</p> <p>I can create a greetings card for a special occasion.</p> <p>I can compare/contrast my family celebrations with celebrations from around the world.</p>		<p>Holidays</p> <p>Q: What is your favorite... (holiday)?</p> <p>Birthdays</p> <p>My/ His/ Her birthday is...</p> <p>Q: When is...(your birthday)?</p>
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<p>simple sentences.</p> <p>NM.C.3.PW/PS.Q3 Inform or Describe I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>I.ICC.1.INV.Q2 Practices In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>				
<p>NH.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</p> <p>NH.C.1.IR/IL.Q2 Conversations and Discussions I can understand familiar questions and statements from simple sentences in</p>	<p>I am learning about professions so that I can describe to others what my family members do.</p>	<p>I can compare professions around the world. (NH.C.1.IR/IL.Q1)</p> <p>I can ask and answer what professions family members have.</p> <p>I can ask and answer questions about future profession plans.</p> <p>I can share which professions I find interesting.</p>		<p>Professions</p> <p>Job related actions / tasks / responsibilities (ex. to cook, to teach, to build)</p>

<p>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>NH.C.3.PW/PS.Q1 Narrate</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I.ICC.1.INV.Q2 Practices</p> <p>In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</p>		<p>I can identify professions and what tasks they do. (NH.C.1.IR/IL.Q2)</p> <p>I can understand job descriptions in help wanted ads. (NH.C.1.IR/IL.Q1)</p> <p>I can ask and answer classmates what their family members do in their jobs.</p> <p>I can share about the responsibilities my family members have in their professions.</p> <p>I can indicate which professions I am interested in and describe why.</p>		
Suggested Anchor Materials	Suggested Resources		Extension of Learning	
	<ul style="list-style-type: none"> • Infographics, etc. about professions in the target culture • Culturally authentic greeting cards 			

	<ul style="list-style-type: none">• Culturally authentic products of celebrations of target cultures (ex. YouTube videos, Newsela articles)	
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