

2024-2025 World Language Unit Framework

Secondary Level One

NM (2) Let's Eat!

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: <i>NM (2) Let's Eat!</i>		Estimated Time Frame: HS 6 weeks, MS 3 weeks
Big Idea (Thematic Description)		
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.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid		<ul style="list-style-type: none"> Combining memorized language Memorizing language to start/end an interaction Building basic vocabulary for predictable situations
Considerations	Prerequisite skills	Common Misconceptions
<ul style="list-style-type: none"> Students may have differing perceptions and experiences with mealtime, table etiquette and variety of foods and drinks. Students may have minimal awareness of how food shopping practices and foods consumed vary from culture to culture. Consider cultural connotations attached with certain cuisines and places to shop. 	<ul style="list-style-type: none"> Greetings / Farewells Colors I have / need #s 1-60 Where is...? 	<ul style="list-style-type: none"> Food shopping practices Meal times and food choices How prices are written Usage of measurement systems
Performance-Based Summative Assessment		Assessed Modes of Communication

<p>For high school (HS), there is a common unit assessment for this unit. HS common unit assessment Semester 1 NM Benchmark Assessment reflects Units 1 & 2.</p> <p>For middle school (MS), there is a common unit assessment for this unit. MS common unit assessment Semester 1 NM Benchmark Assessment reflects Units 1 & 2.</p>	<p>Interpersonal Speaking, Presentational Writing</p>
<p>Optional Performance-Based Summative Assessment</p>	
<p>Plan a meal - "Taste of the Culture" For a special meal, students seek guidance on a dish to prepare from the target culture and then get ready to go shopping for their needs.</p> <p>FCPS language proficiency rubrics are available in two formats: Single Point Proficiency Rubric or Continuum Proficiency Rubric.</p>	
<p>Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]</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: 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>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts from memorized or</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>Common foods Common drinks I like.../ I don't</p>

<p>familiar words when they are supported by gestures and visuals in informational and fictional texts.</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.Q2 Preferences or Opinions 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>N.ICC.1.INV.Q1 Products In my own and other cultures, I can identify some typical products related to familiar everyday life</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, size and taste.</p> <p>I can give someone the food they are</p>		<p>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>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>NM.C.1.IR/IL.Q1 Informational and Fictional Texts 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>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.Q2 Preferences or Opinions I can express my likes</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>I can compare/contrast my eating habits with others around the</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>

<p>and dislikes on very familiar and everyday topics of interest, 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>N.ICC.2.INT.Q2 Behavior I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>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>NM.C.1.IR/IL.Q1 Informational and Fictional Texts I can identify some basic facts from memorized or familiar words when they are supported by gestures and visuals in</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>Places to shop for food</p> <p>Asking for food (I want.../I would like...)</p> <p>Q: What do you</p>

<p>informational and fictional texts.</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.Q2 Preferences or Opinions 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>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>N.ICC.2.INT.Q2 Behavior I can use appropriate rehearsed behaviors and</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 food items around the world.</p> <p>I ask / tell how much a</p>		<p>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>recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>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>		
Suggested Anchor Materials	Resources		Extension of Learning	
	<ul style="list-style-type: none"> • Culturally authentic food ads • Culturally authentic food market or store scenes • Culturally authentic utensils used to cook and/or eat • Culturally authentic recipes • Use resources that reflect diverse culinary practices across the target language cultures 			