

# 2024-2025 World Language Unit Framework

## Secondary Level One

*NM/NL (1) Let's Get Started!*

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

<b>Unit Title:</b> <i>NM/NL (1) Let's Get Started!</i>		<b>Estimated Time Frame:</b> HS 6 weeks, MS 3 weeks
<b>Big Idea (Thematic Description)</b>		
In this unit, students are building a concept of schools and real-world language use in order to greet others, identify and describe a school's structure, and compare/contrast the concept of schools around the world.		
<b>Targeted Proficiency/Performance Level</b>		<b>Power Language Skills</b>
<a href="#">Novice Mid/Novice Low</a>		<ul style="list-style-type: none"> <li>Asking memorized questions.</li> <li>Answering rehearsed questions</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 of schools with possibly minimal awareness of how schools differ across the world.</li> <li>Consider cultural connotations attached to colors.</li> </ul>		<ul style="list-style-type: none"> <li>Labeling of school levels</li> <li>Class schedules</li> <li>Formation of dates</li> <li>Layout of calendars/order of days of the week</li> <li>Seasonal variations around the world</li> </ul>
<b>Common Performance-Based Assessment</b>		<b>Assessed Modes of Communication</b>
<p><b>For high school (HS), there is not a common assessment unique to this unit.</b> HS common unit assessment <a href="#">Secondary Unit 1 Benchmark Assessment</a> reflects units 1, 2 and 3.</p>		Interpersonal Speaking, Presentational Writing

**For middle school (MS), there is a common unit assessment for these units.** MS common unit assessment [Semester 1 NM Benchmark Assessment primarily](#) reflects Units 1 & 2.

**Optional Performance-Based Summative Assessment**

**Design a school – “School Fair”**

Through a school fair setting, students showcase a school they have created, reflective of the target culture, and try to encourage “fair attendees” enroll.

FCPS language proficiency rubrics are available in two formats: [Single Point Proficiency Rubric](#) or [Continuum Proficiency Rubric](#).

**Enduring Standards (11 Standards based on 5Cs)- [Assessed standards are within Communication and Cultures]**

**Communication**

- **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.

**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: What do I need to be successful at school?  
GQ: What do I need to know?

**Intercultural:**

GQ: What are schools like around the world?

<u><a href="#">KAS for WL (Performance Indicators)</a></u>	Sample Learning Intentions	Sample Success Criteria	Extension Activities(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p><b>NL.C.1.IR/IL.Q2</b> <b>Conversations and Discussions</b> I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p>	<p>I am learning about introductions so I can greet others in a culturally appropriate way.</p>	<p>I can recognize a greeting and a farewell when I hear them.</p> <p>I can identify which greetings to use for adults and friends.</p>		<p>Greetings/ Farewells</p> <p>Q: What is your name?</p> <p>Pleasantries</p>

<p><b>NL.C.2.IS/IL/IW.Q1</b> Exchange Information and Ideas</p> <p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p><b>NL.C.3.PW/PS.Q1</b> Narrate</p> <p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals.</p> <p><b>N.ICC.2.INT.Q2 Behavior</b></p> <p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>		<p>I can greet and say goodbye to a friend, an adult, and a mixed group.</p> <p>I can recognize when being asked what my name is.</p> <p>I can ask and answer, "What is your name?".</p> <p>I can greet and introduce myself to others.</p>		<p>Introductions</p>
<p><b>NM.C.1.IR/IL.Q2</b> Conversations and Discussions</p> <p>I can identify some basic facts from memorized or</p>	<p>I am learning about classroom environments so I can describe my classroom to others and participate fully in class.</p>	<p>I can identify school supplies used in my classroom.</p> <p>I can compare/contrast</p>		<p>Colors</p> <p>I have/I need</p> <p>Classroom objects</p>

<p>familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p><b>NM.C.2.IS/IL/IW.Q2</b> Needs and Situations I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NM.C.3.PW/PS.Q3</b> 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><b>N.ICC.1.INV.Q1 Products</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p><b>school supplies used in schools around the world.</b></p> <p>I can describe my school supplies.</p> <p>I can identify the quantity of school items in the room (up to 30).</p> <p>I can tell how many school items I have.</p> <p>I can understand what school supplies a classmate has/needs.</p> <p>I can ask a classmate for school supplies I need.</p> <p>I can list what supplies I have for school.</p> <p>I can understand classroom instructions/commands.</p> <p>I can ask a classmate to do something in class.</p>		<p>and materials</p> <p>#s 1-30</p> <p>Q: What is this?</p> <p>Classroom Commands/ Requests</p>

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<p>memorized words, phrases, simple sentences, and questions.</p> <p><b>N.ICC.1.INV.Q2 Practices</b> In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p>				
<p><b>NM.C.1.IR/IL.Q2 Conversations and Discussions</b> I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p> <p><b>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p><b>NM.C.3.PW/PS.Q3 Inform</b></p>	<p>I am exploring schools around the world so that I can describe my school experience to others.</p>	<p><b>I can identify the days in a week.</b></p> <p><b>I can ask/answer what day it is today, tomorrow and yesterday.</b></p> <p><b>I can identify on what day(s) a class or school event is occurring.</b></p> <p><b>I can fill out the days on a calendar.</b></p> <p><b>I can identify the months in a year and in each season.</b></p> <p><b>I can tell what month it is and what season.</b></p> <p><b>I can label the months</b></p>		<p>Days of the week</p> <p>Q: What day is it?</p> <p>Yesterday/Today/Tomorrow</p> <p>Months</p> <p>Seasons</p> <p>Foundational weather expressions</p> <p>Q: What's the weather?</p> <p>Dates*</p> <p>Q:What's the date?*</p>

<p>or Describe</p> <p>I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p><b>N.ICC.1.INV.Q2 Practices</b> In my own and other cultures, I can identify some typical practices related to familiar everyday life.</p> <p><b>N.ICC.1.INV.Q1 Products</b> In my own and other cultures, I can identify some typical products related to familiar everyday life.</p>		<p>on a calendar.</p> <p>I can recognize some weather expressions in a forecast.</p> <p>I can identify weather for different seasons around the world.</p> <p>I can ask/answer what the weather is like.</p> <p>I can indicate the weather forecast for the upcoming week.</p> <p>I can understand a date on a calendar when I hear it.</p> <p>I can ask/answer what's the date.</p> <p>I can tell the weather of a specific date.</p> <p>I can identify classes on a student's schedule.</p> <p>I can compare/contrast classes offered in schools around the world.</p> <p>I can answer questions</p>		<p>(*if language appropriate)</p> <p>Subjects</p> <p>Schedule</p> <p>#s 30s- 60</p> <p>Time</p> <p>Q: What time is it?</p>
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		<p>about my school schedule.</p> <p>I can share my school schedule with a classmate.</p> <p>I can identify times on a school schedule and when a class starts.</p> <p>I can ask/answer questions about my schedule including when classes start and end.</p> <p>I can create an ideal schedule and compare it with the ideal schedules of my classmates.</p>		
Suggested Anchor Materials		Suggested Resources		Extension of Learning
		<ul style="list-style-type: none"> <li>• Culturally authentic calendars</li> <li>• Culturally authentic school layouts</li> <li>• Culturally authentic school schedules</li> <li>• Use resources that reflect diverse school settings across the target language cultures</li> </ul>		