

2025-2026 World Language Unit Framework

7th Grade Introduction

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

[KAS for World Languages](#)

[KAS for World Languages Blueprint](#)

Unit Title: NM/NL (1) <i>Let's Get Started!</i>		Estimated Time Frame: 12 weeks
Big Idea (Thematic Description)		
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.		
Targeted Proficiency/Performance Level		Power Language Skills
Novice Mid/Novice Low		<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 of schools with possibly minimal awareness of how schools differ across the world. • Consider cultural connotations attached to colors. 		<ul style="list-style-type: none"> • Labeling of school levels • Class schedules • Formation of dates • Layout of calendars/order of days of the week • Seasonal variations around the world
Common Performance-Based Assessment		Assessed Modes of Communication
For middle school (MS), there is a common assessment unique to this unit. MS 7th grade Common Unit Assessment reflects unit 1.		Interpersonal Speaking, Presentational Writing
Optional Performance-Based Summative Assessment		

[Design a school infomercial – “A Day in My Life at School”](#)

Through an online setting, students will showcase their school and student life in an infomercial to show to incoming foreign exchange students so they are well prepared for their upcoming school year studying abroad.

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. **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: 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>KAS for WL (Performance Indicators)</u>	Sample Learning Intentions	Sample Success Criteria	Extension Activities(Optional) Formative Assessment	Essential Vocabulary /Phrases
<p>NL.C.1.IR/IL.Q2 Conversations and Discussions I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p> <p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and</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>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>Greetings/ Farewells</p> <p>Q: What is your name?</p> <p>Pleasantries</p> <p>Introductions</p>

<p>phrases, with the help of gestures or visuals.</p> <p>NL.C.3.PW/PS.Q1 Narrate</p> <p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals.</p> <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>I can ask and answer, "What is your name?".</p> <p>I can greet and introduce myself to others.</p>		
<p>NM.C.1.IR/IL.Q2 Conversations and Discussions</p> <p>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>NM.C.2.IS/IL/IW.Q2 Needs and Situations</p> <p>I can express basic needs related to familiar and everyday activities, using</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 school supplies used in schools around the world.</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>Colors</p> <p>I have/I need</p> <p>Classroom objects and materials</p> <p>#s 1-30</p> <p>Q: What is this?</p> <p>Classroom Commands/ Requests</p>

<p>a mixture of practiced or memorized words, phrases, simple sentences, and questions.</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>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 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>NM.C.1.IR/IL.Q2 Conversations and Discussions 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>NM.C.3.PW/PS.Q3 Inform or Describe</p>	<p>I am exploring schools around the world so that I can describe my school to others.</p>	<p>I can identify places on a school map.</p> <p>I can create a labeled map of my school.</p> <p>I can ask/answer where something is located in my school.</p> <p>I can compare my school's layout with that</p>		<p>Locations throughout a school</p> <p>Q: Where is...?</p> <p>Roles at school</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>NL.C.2.IS/IL/IW.Q1 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>NM.C.2.IS/IL/IW.Q2 Needs and Situations</p> <p>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>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>of another school.</p> <p>I can identify the roles of people within my school.</p> <p>I can ask/answer where someone is.</p> <p>I can tell where each role is located within my school.</p> <p>I can introduce my school by sharing locations and roles of people within the school.</p>		

<p>NM.C.1.IR/IL.Q2 Conversations and Discussions 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>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas 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>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>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>I am exploring schools around the world so that I can describe my school experience to others.</p>	<p>I can identify the days in a week.</p> <p>I can ask/answer what day it is today, tomorrow and yesterday.</p> <p>I can identify on what day(s) a class or school event is occurring.</p> <p>I can fill out the days on a calendar.</p> <p>I can identify the months in a year and in each season.</p> <p>I can tell what month it is and what season.</p> <p>I can label the months 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</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>(*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>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>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 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</p>		
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		<p>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"> ● Culturally authentic calendars ● Culturally authentic school layouts ● Culturally authentic school schedules ● ● Use resources that reflect diverse school settings across the target language cultures 		