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| **Content Area** | World Languages | | | **Proficiency Range Level** | Novice High | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Communication in Languages Other Than English | 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode) | | | | | | WL09-NH-S.1-GLE.1 |
| 1. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode) | | | | | | WL09-NH-S.1-GLE.2 |
| 1. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode) | | | | | | WL09-NH-S.1-GLE.3 |
| 1. Knowledge and Understanding of Other Cultures | 1. Examine common practices and perspectives within the cultures studied | | | | | | WL09-NH-S.2-GLE.1 |
| 1. Examine familiar products of the cultures studied | | | | | | WL09-NH-S.2-GLE.2 |
| 1. Connections with Other Disciplines and Information Acquisition | 1. Examine information gathered from target language resources connected to other content areas | | | | | | WL09-NH-S.3-GLE.1 |
| 1. Relate information acquired from authentic resources to individual perspectives and experiences | | | | | | WL09-NH-S.3-GLE.2 |
| 1. Comparisons to Develop Insight into the Nature of Language and Culture | 1. Describe similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied | | | | | | WL09-NH-S.4-GLE.1 |
| 1. Describe the nature of culture through comparisons of the target culture(s) and the student’s own cultureand how the two cultures interact | | | | | | WL09-NH-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one’s own language and culture with the new language. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| A Reason to Celebrate | | | 3 Weeks = 15 Days = 15 Hours | | |  | |

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| **Unit Title** | A Reason to Celebrate | | **Length of Unit** | | 3 Weeks = 15 Days = 15 Hours |
| **Focusing Lens(es)** | Values and Beliefs | **Standards and Grade Level Expectations Addressed in this Unit** | | WL09-NH-S.1-GLE.1; WL09-NH-S.1-GLE.2; WL09-NH-S.1-GLE.3;  WL09-NH-S.2-GLE.1; WL09-NH-S.2-GLE.2;  WL09-NH-S.3-GLE.1; WL09-NH-S.3-GLE.2;  WL09-NH-S.4-GLE.1; WL09-NH-S.4-GLE.2 | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do people celebrate? | | | | |
| **Unit Strands** | 1. Communication in Languages Other Than English 2. Knowledge and Understanding of Other Cultures  3. Connections with Other Disciplines and Information Acquisition 4. Comparisons to Develop Insight into the Nature of Language and Culture | | | | |
| **Foundational Concepts in World Languages** | Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons | | | | |
| **Concepts** | Traditions, Relationships, Community, Interactions, Diversity | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| A target culture’s customs and traditions influence community values and beliefs and enhance global diversity. | What are the customs and traditions of the target culture? | How can values and beliefs be reflected in the customs and traditions of a target culture? |
| Comparison of the observations of celebrations and holidays among cultures increases intercultural awareness and develops an appreciation of different beliefs and values. | How are the traditions celebrated? | How does an understanding of celebrations increase an appreciation of different values and different belief systems? |
| The knowledge that many cultures share common celebrations and holidays can promote positive relationships and interactions with the target culture. | What are some common celebrations and holiday traditions? | Why do cultures share some common holidays and traditions? |

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| **Critical Content:**  **My students will Know…** | | **Key Skills:**  **My students will be able to (Do)…** |
| **Culture:** | * Celebrations (birthdays, weddings, coming of age, etc.) * Holidays | Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:   * Describe a celebration * Ask and answer questions * Express opinions * Compare and contrast holidays and celebrations * Describe a personal experience with a celebration   (WL09-NH-S.1-GLE.1) and (WL09-NH-S.1-GLE.2) and (WL09-NH-S.1-GLE.3) |
| **Context:** | * Celebrations and holiday vocabulary * Calendar * Family * Food * Customs |
| **Structure:** | * Present tense * Past tense * Sequencing and transitions * Comparative and superlative |
| **Connections to:** | * Social Studies |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. | |
| **Academic Vocabulary:** | Ask, answer, describe, narrate, compare, contrast, explain, recognize |
| **Technical Vocabulary:** | interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range |