Content Area	World Languages		Proficiency Range Level	Novice Low
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Communication in Languages Other Than English	1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)	WL09-NL-S.1-GLE.1
	2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)	WL09-NL-S.1-GLE.2
	3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)	WL09-NL-S.1-GLE.3
2. Knowledge and Understanding of Other Cultures	1. Identify common practices within the target cultures studied	WL09-NL-S.2-GLE.1
	2. Identify common products of the target cultures studied	WL09-NL-S.2-GLE.2
3. Connections with Other Disciplines and Information Acquisition	1. Identify information that can be gathered from target language resources connected to other content areas	WL09-NL-S.3-GLE.1
	2. Locate and use basic information from target language resources	WL09-NL-S.3-GLE.2
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied	WL09-NL-S.4-GLE.1
	2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture	WL09-NL-S.4-GLE.2

Colorado 21st Century Skills
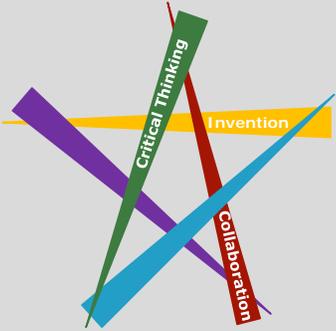
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*
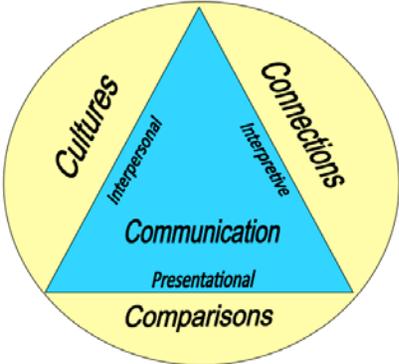
The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, 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
Let's Party!	4 weeks=20 days=20 hours	

Unit Title	Let's Party!		Length of Unit	4 weeks=20 days=20 hours
Focusing Lens(es)	Traditions	Standards and Grade Level Expectations Addressed in this Unit	Intentional design of World Langauge units should always include elements from all GLEs.	
Inquiry Questions (Engaging- Debatable):	• How do people interact with each other? • For what reasons do people gather socially? • How long are social gathering? • What, when, and how is food served and consumed? • What are the event traditions and in what order do they occur? • What are expected behaviors and taboos?			
Unit Strands	1. Communication in Languages Other Than English 3. Connections with Other Disciplines and Information Acquisition		2. Knowledge and Understanding of Other Cultures 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	Social interactions, practices, perspective, values, interactions, traditions			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Cultural and social values inform acceptable practices for interpersonal interactions during daily routines and special events. (WL09-NL-S.2-GLE.1)	Comparisons: (WL09-NH-S.4-GLE.2) What activities do people engage in at special events? How much money is typically spent for an everyday social gathering compared to a formal event? What are some factors that determine who is invited to a specific gathering? How are people invited to a specific gathering? Where are social and cultural events held?	What does the culture value and why? How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture? (WL09-NL-S.2-GLE.1-IQ.1) What do people value in relationships? What do people value about interactions with each other? Why/How do social interactions reflect values? How is the culture lived on a daily basis?

Cultural traditions can determine communication patterns used and evident in daily routines and special events. (WL09-NL-S.4-GLE.1)	Comparisons: (WL09-NH-S.4-GLE.2) How do people express their thoughts feelings and conventions at special events? What are some examples of conversation topics at a social event? What basic questions do people ask when they first meet? What might be communicated to others if an individual misses or foregoes a social or cultural event? What behaviors are expected at social or cultural events? What are traditional gestures to greet and leave-take? What are traditional communicative gestures and traditions in your culture? In the target culture? (WL09-NL-S.2-GLE.1-RA.1)	How are personal interactions different from culture to culture? How do traditions change from generation to generation? How do new traditions develop? How does the culture impact what we say? How is the language used to interact with society?
Personal engagement in authentic cultural experiences, such as eating foods and listening to music from the target culture can prepare language learners for social interaction with native speakers. (WL09-NL-S.2-GLE.2)	Comparisons: (WL09-NH-S.4-GLE.2) What, when, and how is food served and consumed? What food products are needed for social gatherings? How is the food served/presented to appeal to guests? Why are some foods exceedingly popular in some cultures and unknown/inaccessible in others? (WL09-NL-S.2-GLE.2-IQ.4) What common products are needed for a social gathering and how do they differ from my own?	What is the importance/role of food in social occasions? How does food in social occasions reflect the culture? Why is participation in social gatherings involving food so important? What role does food play in making personal connections with others?
Studying cultural practices, products, and perspectives may challenge individually held stereotypical beliefs and prejudices. (WL09-NL-S.2-GLE.1)	Comparisons: (WL09-NH-S.4-GLE.2) What is the definition of stereotype(s)? What is the definition of prejudice(s)?	How are stereotypes and prejudices different? Are stereotypes good or bad? Why? How can studying a new language and culture change social interaction? What do people often misunderstand about each other and why? What connections are there between cultural practices and perspectives in a social setting?

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Critical Content: My students will **Know**…		Key Skills: My students will be able to **(Do)**…

Culture:
Practices (WL09-NH-S.2-GLE.1)
Products (WL09-NH-S.2-GLE.2)
	• Greetings, Introductions, Small talk, Leave taking, Food products, Songs, Games	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:
		• Greet and say goodbye
		• Ask and answer basic personal questions
		• Ask and answer simple clarifying questions
		• Use polite phrases
		• Understand/Follow directions in the house
		• Give short comments about the party and people
		• Introduce self and others
		• Describe self and others
		• Share basic contact information
		
		Modes of Communication:
		    Interpersonal mode (WL09-NH-S.1-GLE.1)
		    Interpretive mode (WL09-NH-S.1-GLE.2)
		    Presentational mode (WL09-NH-S.1-GLE.3)

Context:	• Alphabet, Numbers, Question words, Food, Drinks, Decorations, Directions, House, Immediate family/friends, High-frequency words and phrases, greetings and leave-taking, Introductions	
Structure: Patterns of Language (WL09-NH-S.4-GLE.1)	• Simple isolated present tense and high-frequency statements, questions, and phrases, Personal pronouns, Possessive adjectives	
Connections to: Other Disciplines (WL09-NH-S.3-GLE.1)	• Sociology	

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
Academic Vocabulary: Listen, answer, read, write, memorize, identify, describe, express, share, ask, answer, tell
Technical Vocabulary: interpersonal, interpretive, presentational, practices, products, perspectives, connections, performance, proficiency range