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| **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 |
| 1. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode) | | | | | | WL09-NL-S.1-GLE.2 |
| 1. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode) | | | | | | WL09-NL-S.1-GLE.3 |
| 1. Knowledge and Understanding of Other Cultures | 1. Identify common practices within the target cultures studied | | | | | | WL09-NL-S.2-GLE.1 |
| 1. Identify common products of the target cultures studied | | | | | | WL09-NL-S.2-GLE.2 |
| 1. 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 |
| 1. Locate and use basic information from target language resources | | | | | | WL09-NL-S.3-GLE.2 |
| 1. 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 |
| 1. 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** | |
| Who am I in a Global World? | | | 3 weeks = 15 days = 15 hours | | |  | |

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| **Unit Title** | Who am I in a Global World? | | **Length of Unit** | | 3 weeks = 15 days = 15 hours |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | | WL09-NL-S.1-GLE.1; WL09-NL-S.1-GLE.2; WL09-NL-S.1-GLE.3;  WL09-NL-S.2-GLE.1; WL09-NL-S.2-GLE.2;  WL09-NL-S.3-GLE.1; WL09-NL-S.3-GLE.2;  WL09-NL-S.4-GLE.1; WL09-NL-S.4-GLE.2 | |
| **Inquiry Questions (Engaging- Debatable):** | * How does engaging people in conversation make me a better global citizen? | | | | |
| **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** | Relationships, Identity | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Communication in other languages, to exchange information about identity, builds relationships between individuals. | What information is exchanged when getting to know someone? | How does communication in other languages build better relationships between individuals? |
| Knowledge of another person’s identity provides an opportunity to explore the target culture. | What are ways to describe self and others? | How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NL-S4-GLE2-IQ.2) |
| Culturally appropriate ways of greeting, meeting, and leave taking, promote better communication. (WL09-NL-S2-GLE1-EO.a) | What are culturally appropriate ways of greeting, meeting, and leave taking?  What are culturally appropriate gestures of greeting, meeting, and leave taking? | What do people need to know, understand and be able to do to conduct effective communication? (WL09-NL-S1-GLE1-IQ1) |

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| **Critical Content:**  **My students will Know…** | | **Key Skills:**  **My students will be able to (Do)…** |
| **Culture:** | * Formal vs. informal * Appropriateness of greetings and leave takings in target language * Gestures | 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:   * Meet and greet others appropriately * Describe self to others * Obtain and provide information about self and others   (WL09-NL-S.1-GLE.1) and (WL09-NL-S.1-GLE.2) and (WL09-NL-S.1-GLE.3) |
| **Context:** | * Greetings and leave takings * Personal descriptors * Expressions of well-being * Names of countries * Nationalities * Numbers * Question words |
| **Structure:** | * Adjectives * Present tense verbs |
| **Connections to:** | * Geography |

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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:** | compare, contrast, discuss, tell, express, say, answer, ask, share, describe |
| **Technical Vocabulary:** | interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range |