

Curriculum Development Overview
Unit Planning for Novice High Proficiency Range Level in World Languages

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):	<ul style="list-style-type: none"> Why do people celebrate? 			
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	Traditions, Relationships, Community, Interactions, Diversity			

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:	<ul style="list-style-type: none"> • Celebrations (birthdays, weddings, coming of age, etc.) • Holidays 	<p>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:</p> <ul style="list-style-type: none"> • Describe a celebration • Ask and answer questions • Express opinions • Compare and contrast holidays and celebrations • Describe a personal experience with a celebration <p>(WL09-NH-S.1-GLE.1) and (WL09-NH-S.1-GLE.2) and (WL09-NH-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> • Celebrations and holiday vocabulary • Calendar • Family • Food • Customs 	
Structure:	<ul style="list-style-type: none"> • Present tense • Past tense • Sequencing and transitions • Comparative and superlative 	
Connections to:	<ul style="list-style-type: none"> • Social Studies 	

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