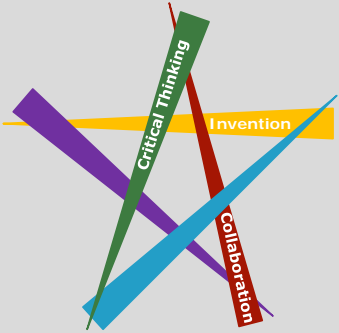
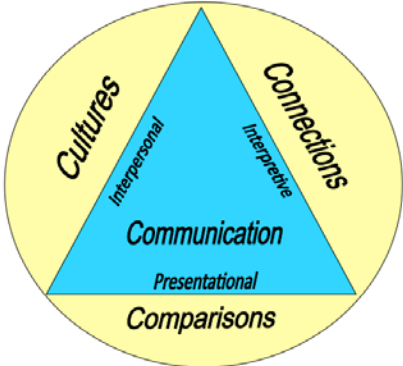


**Curriculum Development Proficiency Range Level at a Glance  
Planning for Novice High Proficiency Range Level**

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	
	2. 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	
	3. 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	
2. Knowledge and Understanding of Other Cultures	1. Examine common practices and perspectives within the cultures studied	WL09-NH-S.2-GLE.1	
	2. Examine familiar products of the cultures studied	WL09-NH-S.2-GLE.2	
3. 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	
	2. Relate information acquired from authentic resources to individual perspectives and experiences	WL09-NH-S.3-GLE.2	
4. 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	
	2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact	WL09-NH-S.4-GLE.2	

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	 <p>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.</p>
---	---

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
When in Rome, do as the Romans do, and when in...	4-6 weeks	

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

<b>Unit Title</b>	When in Rome, do as the Romans do, but when in...	<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Interactions Perceptions	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	Intentional design of World Language units should always include elements from all GLEs.
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• How might getting out of my comfort zone impact me?</li> <li>• Why are you wearing sweatpants in public?</li> </ul>		
<b>Unit Strands</b>	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		
<b>Foundational Concepts in World Languages</b>	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons		
<b>Concepts</b>	Social consciousness, citizenship, identity, communication, patterns, diversity, value , interactions		

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
First-hand experiences of culture and language acquired through travel can offer authentic opportunities to problem-solve in the target language country/culture.	How can I pay for things? How can I convert dollars to other currencies? How do I ask for help? What should I do about this travel mishap or cultural misunderstanding? What might be examples of unexpected and surprising costs in this culture? How do I navigate my way through customs?	What are potential benefits of traveling both within our own country and abroad? Why is it important to take risks within a new culture? (WL09-NH-S.1-GLE.1)
Increasing awareness of cultural practices, products, and perspectives can foster positive interpersonal interactions. (WL09-NH-S.2-GLE.1 and WL09-NH-S.2-GLE.2 and WL09-NH-S.3-GLE.2)	Comparisons: (WL09-NH-S.4-GLE.2) What are examples of personal cultural practices that are similar/different to another culture? What are examples of cultural products that are similar/different to another culture? What are examples of personal cultural perspectives that may be similar/different to someone from another culture?	How can cultural practices, products, and perspectives impact interpersonal interactions? Why is it important to understand cultural differences before you travel to a new destination? How does an understanding of another language and culture broaden one’s ability to access and share information? (WL09-NH-S.3-GLE.2)

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

<p>Personal experiences and the media can form perceptions of other cultures/countries. (WL09-NH-S.2-GLE.1 and WL09-NH-S.4-GLE.2)</p>	<p>What are some examples of behaviors that socially acceptable in the target language country?</p>	<p>How do other people perceive me and why?          How might I be treated?          Should I conform to the culture I am visiting?          What are the pros and cons of conforming to a culture?          What are current perceptions of my culture around the world?          How should I act?</p>
<p>Culture, beliefs, and traditions inform socially acceptable interactions. (WL09-NH-S.2-GLE.1 and WL09-NH-S.4-GLE.2)</p>	<p>Comparisons: (WL09-NH-S.4-GLE.2)          What are the socially acceptable practices for daily life? (toileting/standing in a line/dining/eating/transportation/greetings/gestures/timeliness/money/schedule)          Which activities are significant cultural experiences?          What do unfamiliar signs, symbols, and announcements mean?</p>	<p>Why is using appropriate gestures and social courtesies important? (WL09-NH-S.2-GLE.1-EO.a)          How do cultural values and attitudes impact daily practices? (WL09-NH-S.2-GLE.1-IQ.2)</p>

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

<b>Critical Content:</b> My students will <b>Know</b> ...		<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<b>Culture:</b> Practices (WL09-NH-S.2-GLE.1) Products (WL09-NH-S.2-GLE.2)	<ul style="list-style-type: none"> <li>• Personal space</li> <li>• Standing in a line</li> <li>• Dining and eating</li> <li>• Using the restroom</li> <li>• Transportation</li> <li>• Greeting and gestures</li> <li>• Schedule/timeliness and punctuality</li> <li>• Spending money habits</li> </ul>	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: <ul style="list-style-type: none"> <li>• Recognize and understand signs and symbols (WL09-NH-S.1-GLE.2)</li> <li>• Understand the main point in announcements</li> <li>• Communicate basic information about travel and culture</li> <li>• Compare and contrast social norms regarding travel</li> <li>• Converse about a travel mishap or cultural misunderstanding (WL09-NH-S.4-GLE.2)</li> <li>• Convert currency</li> </ul> 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)
<b>Context:</b>	<ul style="list-style-type: none"> <li>• Attractions (museum, park, zoo, etc.)</li> <li>• Travel specific language (modes of transportation, directions, etc)</li> <li>• Travel symbols</li> </ul>	
<b>Structure:</b> Patterns of Language (WL09-NH-S.4-GLE.1)	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Preterite or past perfect tense</li> <li>• Give and receive commands</li> <li>• Time</li> </ul>	
<b>Connections to:</b> Other Disciplines (WL09-NH-S.3-GLE.1)	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Geography</li> <li>• Math</li> <li>• History</li> <li>• Economics</li> </ul>	

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
<b>Academic Vocabulary:</b>	Compare, Contrast, Discuss, Tell, Express, Answer, Ask, Share, Describe, recognize, explain, communicate
<b>Technical Vocabulary:</b>	<b>For World Language Instruction:</b> Interpersonal, Interpretive, Presentational, Grammatical Terms, Perspectives, Practices, Products, Connections, Performance, Proficiency Range <b>Other Disciplines:</b> Social consciousness, citizenship, identity, diversity, value, convert