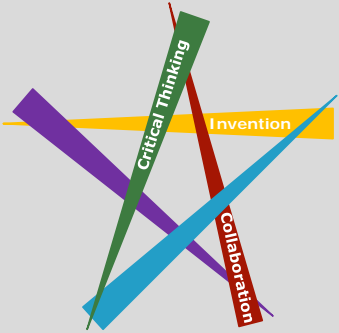


**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice Mid Proficiency Range Level**

Content Area	World Languages	Proficiency Range Level	Novice Mid
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Communication in Languages Other Than English	1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)	WL09-NM-S.1-GLE.1	
	2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode)	WL09-NM-S.1-GLE.2	
	3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)	WL09-NM-S.1-GLE.3	
2. Knowledge and Understanding of Other Cultures	1. Reproduce common practices of the cultures studied	WL09-NM-S.2-GLE.1	
	2. Describe familiar products of the cultures studied	WL09-NM-S.2-GLE.2	
3. Connections with Other Disciplines and Information Acquisition	1. Summarize information gathered from target language resources connected to other content areas	WL09-NM-S.3-GLE.1	
	2. Organize information acquired from authentic resources	WL09-NM-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied	WL09-NM-S.4-GLE.1	
	2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact	WL09-NM-S.4-GLE.2	

Colorado 21st Century Skills



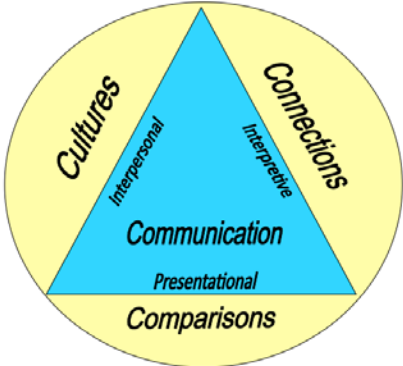
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

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
Do you believe in medicine?	4-5 weeks=20-25 days=20-25 hours	

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

Unit Title	Do you believe in medicine?		Length of Unit	4-5 weeks=20-25 days=20-25 hours
Focusing Lens(es)	Practices	Standards and Grade Level Expectations Addressed in this Unit	Intentional design of World Language units should always include elements from all GLEs.	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How does your upbringing affect your healthcare choice? • How do levels of development of a country affect healthcare choices? • How does religion affect healthcare choice? 			
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	Perspective, healthcare practice, religion, technology, culture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual Comparisons	Conceptual
Comparing healthcare practices around the world can develop and deepen understanding of other cultures. (WL09-NM-S.2-GLE.1), (WL09-NM-S.2-GLE.2), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What are the healthcare practices in the target culture? What are the healthcare practices in the local culture?	How does culture influence healthcare? What do healthcare practices show about a culture?
Most cultures' healthcare practices embody various combinations of western and traditional medicine and remedies. (WL09-NM-S.2-GLE.1), (WL09-NM-S.2-GLE.2), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What westernized medicine practices are commonly used? And where are they practiced? What are commonly used natural remedies in the target culture and locally? What are the beliefs of the target culture with regard to healthcare practice?	Why does alternative medicine exist? Why do scientific medical procedures exist? Why might one choose an alternative remedy over western medicine? How do beliefs impact health practice and individual choices?
Culture practices and/or traditions can often dictate who assumes or can take on the "caregiver" roles. (WL09-NM-S.2-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What healthcare practices are evident in your family? How do beliefs of the target culture impact healthcare practices and individual choices? Who is deemed fit to administer healthcare in the target cultures?	How do beliefs impact health practice and individual choices? How do external forces (family, government, media, etc.) influence personal healthcare decisions?

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

<p>A culture's economic development and geographic location can determine healthcare practices. (WL09-NM-S.2-GLE.1), (WL09-NM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-NM-S.4-GLE.2) What are some of the least developed countries/communities within the target culture? What treatments and facilities are available in these countries/communities? What are potential roadblocks to expanding the availability of advanced healthcare to all communities?</p>	<p>How do a country's technological advances impact healthcare? How could these communities gain access to technologically advanced medicine?</p>
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Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...
<p>Culture: Practices (WL09-NM-S.2-GLE.1) Products (WL09-NM-S.2-GLE.2)</p>	<ul style="list-style-type: none"> • That culture impacts medical choices and treatments 	<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"> • Express feelings, basic needs, emotions, and opinions (WL09-NM-S.1-GLE.1-EO.b) • Identify main ideas from authentic sources (WL09-NM-S.1-GLE.2-EO.a, RA.2) • Produce and share basic communications (WL09-NM-S.1-GLE.3-EO.c) <p>Modes of Communication: Interpersonal mode (WL09-NM-S.1-GLE.1) Interpretive mode (WL09-NM-S.1-GLE.2) Presentational mode (WL09-NM-S.1-GLE.3)</p>
<p>Context:</p>	<ul style="list-style-type: none"> • Vocabulary related to medical facilities • Symptoms • Injuries • Body parts • Remedies • Treatments 	
<p>Structure: Patterns of Language (WL09-NM-S.4-GLE.1)</p>	<ul style="list-style-type: none"> • Present and past tenses, and cause and effect transition words 	
<p>Connections to: Other Disciplines (WL09-NM-S.3-GLE.1)</p>	<ul style="list-style-type: none"> • Social Studies, Theology, Science 	

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.</p>	
<p>Academic Vocabulary:</p>	<p>Compare, contrast, discuss, ask and answer, describe</p>
<p>Technical Vocabulary:</p>	<p>For World Language Instruction: Interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range Other disciplines: western medicine, traditional medicine, treatments, remedies, economic development</p>