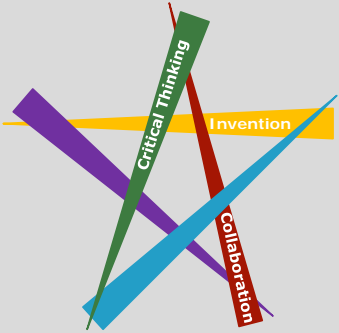


**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice High Proficiency Range Level**

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	

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
A Reason to Celebrate	3 Weeks = 15 Days = 15 Hours	

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?

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

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