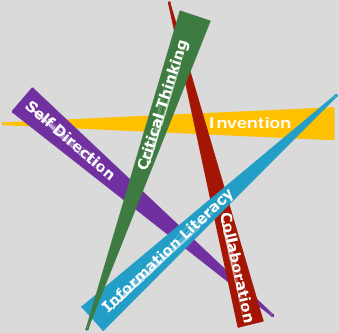


**Curriculum Development Proficiency Range Level at a Glance  
Planning for Novice Mid Proficiency Range Level**

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 21<sup>st</sup> 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
We are Family!	3 weeks = 15 days = 15 hours	

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

<b>Unit Title</b>	We are Family!		<b>Length of Unit</b>	3 weeks = 15 days = 15 hours
<b>Focusing Lens(es)</b>	Identity	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	WL09-NM-S.1-GLE.1; WL09-NM-S.1-GLE.2; WL09-NM-S.1-GLE.3; WL09-NM-S.2-GLE.1; WL09-NM-S.2-GLE.2; WL09-NM-S.3-GLE.1; WL09-NM-S.3-GLE.2; WL09-NM-S.4-GLE.1; WL09-NM-S.4-GLE.2	
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>How does my family affect who I am or who I become?</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>	Family, Belonging, Relationships, Respect, Traditions, Values			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Families, as important socializing and societal units, can empower children and provide a sense of belonging and personal identity.	What are family units in the target culture?	What is a family?
Awareness of deep and culturally-specific values in the idea of family promote deeper respect for and understanding of other cultures.	What cultural values are in families?	How does an understanding of family cultural values foster empathy?
Family traditions often dictate daily life, build relationships and shape identity.	How are family traditions different?	How can the identification of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NM-S.4-GLE.2-IQ.2)

**Curriculum Development Overview**  
**Unit Planning for Novice Mid 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>	<ul style="list-style-type: none"> <li>• Different family structures (WL09-NM-S.4-GLE.2-EO.c)</li> <li>• Cultural perspectives about family</li> </ul>	<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"> <li>• Ask and answer information questions about family</li> <li>• Compare and contrast different family structures</li> <li>• Identify, compare, and describe family members</li> <li>• Recognize different family traditions</li> </ul> <p>(WL09-NM-S.1-GLE.1) and (WL09-NM-S.1-GLE.2) and (WL09-NM-S.1-GLE.3)</p>
<b>Context:</b>	<ul style="list-style-type: none"> <li>• descriptions</li> <li>• age</li> <li>• family members and relationships</li> <li>• family activities</li> </ul>	
<b>Structure:</b>	<ul style="list-style-type: none"> <li>• adjectives</li> <li>• comparatives</li> <li>• possessive adjectives</li> <li>• present tense verbs</li> </ul>	
<b>Connections to:</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Family and Consumer Sciences</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, create, describe, discuss, share, identify, recognize
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range