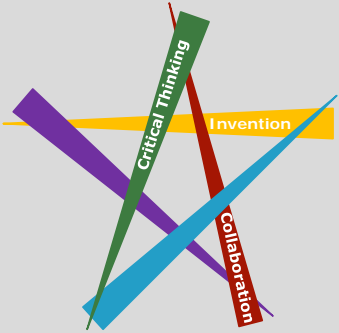



**Curriculum Development Proficiency Range Level at a Glance  
Planning for Novice Mid Proficiency Range Level**

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	

<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>
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Off to School!	3 Weeks = 15 Days = 15 Hours	

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

<b>Unit Title</b>	Off to School!		<b>Length of Unit</b>	3 Weeks = 15 Days = 15 Hours
<b>Focusing Lens(es)</b>	Perspectives	<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>What does school look like in another culture?</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>	Education, Identity, Values, Self-Improvement, Beliefs			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Education provides a powerful vehicle for self-improvement and growth and can be a significant means to preserve a society's culture and values.	What subjects do students need to study to become contributing members of society?	How does education contribute to self-improvement in a society?
Educational systems shape individuals' identity and society's beliefs.	What courses do students take in the target culture?	How does education impact personal identity?
Comparison of school systems deepens understanding of common values and perspectives across cultures.	What similarities exist among target cultures' school systems?	How do school systems reflect the values of a target culture?

**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> ...
Culture:	<ul style="list-style-type: none"> <li>• Importance of Time</li> <li>• Social Register</li> <li>• School Systems</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>• Identify class subjects</li> <li>• Describe a typical school day and schedule</li> <li>• Compare and contrast school schedules and educational systems</li> <li>• Describe classes and teachers</li> <li>• Give opinions, likes and dislikes</li> <li>• Recognize educational values</li> </ul> <p>(WL09-NM-S.1-GLE.1) and (WL09-NM-S.1-GLE.2) and (WL09-NM-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> <li>• School subjects</li> <li>• Time</li> <li>• Calendar</li> <li>• Ordinal Numbers</li> </ul>	
Structure:	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Expressions of likes and dislikes</li> <li>• Temporal expressions</li> <li>• Sequencing</li> <li>• Present tense verbs</li> <li>• Question formation</li> </ul>	
Connections to:	<ul style="list-style-type: none"> <li>• Social Studies</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>	ask, answer, describe, list, recognize, identify, compare, contrast, state
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range