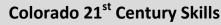
## Curriculum Development Proficiency Range Level at a Glance Planning for Novice High Proficiency Range Level

| Content Area                                      |  | W  | orld Languages  | Proficiency Range Level            | Novice High       |                   |
|---|--|--|---|------------------------------------|-------------------|-------------------|
| Course Name/Course Code                           |  |  |   |                                    |                   |                   |
| Standard  |  | Grade Level Expectations (GLE)   |   |                                    | GLE Code          |                   |
| 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 resour  | ces connected to other content ar  | eas               | WL09-NH-S.3-GLE.1 |
|   |  | 2.   | Relate information acquired from authentic resources to in  | dividual perspectives and experien | ices              | WL09-NH-S.3-GLE.2 |
| 4.  | Insight into the Nature of                                     | 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 th and how the two cultures interact  | e target culture(s) and the studen | t's own culture   | WL09-NH-S.4-GLE.2 |
| c+  |  |  |   |                                    |                   |                   |





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

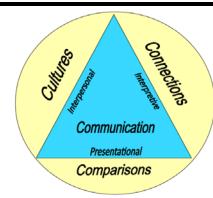
**Information Literacy:** *Untangling the Web* 

**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 |
|-----------------------------|------------------------------|----------------------|
| Stories, Legends and Fables | 4 Weeks = 20 Days = 20 hours |                      |

## **Curriculum Development Overview**

Unit Planning for Novice High Proficiency Range Level in World Languages

| Unit Title                                  | Stories, Legends and Fables  Length of Unit  4 Weeks = 20 Days = 20 hours   |   |   |
|---|---|---|---|
| Focusing Lens(es)                           | Values  | Standards and Grade Level<br>Expectations Addressed in<br>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<br>(Engaging- Debatable): | ,   |   | rn through these stories?   |
| Unit Strands                                | <ol> <li>Communication in Languages Other Than English</li> <li>Knowledge and Understanding of Other Cultures</li> <li>Comparisons to Develop Insight into the Nature of Language and Cultures</li> </ol> |   |   |
| Foundational Concepts in World Languages    | Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons   |   |   |
| Concepts                                    | Identity, Values, Relationships, Behavior, Customs, Norms,  |   |   |

| Generalizations   | Guiding Questions  |  |  |
|---|--|--|--|
| My students will Understand that  | Factual  | Conceptual   |  |
| Stories shared from other cultures define identity and help build relationships among people.   | What are important stories in the target culture?                | How do stories form strong bonds between people?                       |  |
| Stories teach lessons about social norms and appropriate behavior to help individuals understand accepted norms in the target cultures. | What cultural norms are embedded in the stories?                 | How do stories teach people about social norms?                        |  |
| Stories, legends, and fables allow individuals to connect with and gain appreciation of the language and customs of a target culture.   | What culture and customs appear in stories, legends, and fables? | How are cultural values reflected in the stories, legends, and fables? |  |

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

| Critical Conten |  | Key Skills: My students will be able to (Do)  |  |
|-----------------|--|---|--|
| Culture:        | <ul> <li>Stories</li> <li>Legends</li> <li>Tales</li> <li>Myths</li> <li>Cultural Norms and Values</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:  Read to understand plot, character and setting.  Identify the cultural values reflected in stories, legends, tales and/or myths. |  |
| Context:        | <ul><li>Story-related vocabulary</li><li>Character descriptions</li><li>Places</li></ul>                             | <ul> <li>Listen to and understand the main idea of a story.</li> <li>Narrate a story.</li> <li>Summarize the main idea of a story.</li> <li>Compare and contrast stories</li> </ul>   |  |
| Structure:      | <ul> <li>Verb tenses</li> <li>Sequencing</li> <li>Sentence structure</li> <li>Adjectives</li> <li>Adverbs</li> </ul> | (WL09-NH-S.1-GLE.1) and (WL09-NH-S.1-GLE.2) and (WL09-NH-S.1-GLE.3)   |  |
| Connections to: | <ul><li>History</li><li>Geography</li><li>Language Arts</li></ul>  |   |  |

| Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. |  |  |  |
|---|--|--|--|
| Academic Vocabulary:  | Academic Vocabulary: Ask, answer, compare, contrast, imagine, explain, paraphrase, summarize, reflect, recognize                               |  |  |
|   |  |  |  |
| Technical Vocabulary:   | interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range |  |  |
|   |  |  |  |