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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Proficiency Range Level</th>
<th>Novice High</th>
</tr>
</thead>
</table>

### Course Name/Course Code

#### Standard

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication in Languages Other Than English</strong></td>
<td></td>
</tr>
<tr>
<td>1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)</td>
<td>WL09-NH-S.1-GLE.1</td>
</tr>
<tr>
<td>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)</td>
<td>WL09-NH-S.1-GLE.2</td>
</tr>
<tr>
<td>3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)</td>
<td>WL09-NH-S.1-GLE.3</td>
</tr>
<tr>
<td><strong>Knowledge and Understanding of Other Cultures</strong></td>
<td></td>
</tr>
<tr>
<td>1. Examine common practices and perspectives within the cultures studied</td>
<td>WL09-NH-S.2-GLE.1</td>
</tr>
<tr>
<td>2. Examine familiar products of the cultures studied</td>
<td>WL09-NH-S.2-GLE.2</td>
</tr>
<tr>
<td><strong>Connections with Other Disciplines and Information Acquisition</strong></td>
<td></td>
</tr>
<tr>
<td>1. Examine information gathered from target language resources connected to other content areas</td>
<td>WL09-NH-S.3-GLE.1</td>
</tr>
<tr>
<td>2. Relate information acquired from authentic resources to individual perspectives and experiences</td>
<td>WL09-NH-S.3-GLE.2</td>
</tr>
<tr>
<td><strong>Comparisons to Develop Insight into the Nature of Language and Culture</strong></td>
<td></td>
</tr>
<tr>
<td>1. Describe similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied</td>
<td>WL09-NH-S.4-GLE.1</td>
</tr>
<tr>
<td>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</td>
<td>WL09-NH-S.4-GLE.2</td>
</tr>
</tbody>
</table>

### 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

### Unit Titles

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>When in Rome, do as the Romans do, and when in...</td>
<td>4-6 weeks</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Title
When in Rome, do as the Romans do, but when in...

## Length of Unit
4-6 weeks

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Interactions</th>
<th>Perceptions</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
<th>Intentional design of World Language units should always include elements from all GLEs.</th>
</tr>
</thead>
</table>

**Inquiry Questions (Engaging-Debatable):**
- How might getting out of my comfort zone impact me?
- Why are you wearing sweatpants in public?

<table>
<thead>
<tr>
<th>Unit Strands</th>
<th>1. Communication in Languages Other Than English</th>
<th>2. Knowledge and Understanding of Other Cultures</th>
<th>3. Connections with Other Disciplines and Information Acquisition</th>
<th>4. Comparisons to Develop Insight into the Nature of Language and Culture</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Foundational Concepts in World Languages</th>
<th>Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Social consciousness, citizenship, identity, communication, patterns, diversity, value, interactions</th>
</tr>
</thead>
</table>

### Generalizations

**My students will Understand that...**

**Factual**

- How can I pay for things? How can I convert dollars to other currencies?
- How do I ask for help?
- What should I do about this travel mishap or cultural misunderstanding?
- What might be examples of unexpected and surprising costs in this culture?
- How do I navigate my way through customs?

**Conceptual**

- What are potential benefits of traveling both within our own country and abroad?
- Why is it important to take risks within a new culture? (WL09-NH-S.1-GLE.1)

**Guiding Questions**

**Comparisons:** (WL09-NH-S.2-GLE.1 and WL09-NH-S.2-GLE.2 and WL09-NH-S.3-GLE.2)

- What are examples of personal cultural practices that are similar/different to another culture?
- What are examples of cultural products that are similar/different to another culture?
- What are examples of personal cultural perspectives that may be similar/different to someone from another culture?

**Comparisons:** (WL09-NH-S.4-GLE.2)

- How can cultural practices, products, and perspectives impact interpersonal interactions?
- Why is it important to understand cultural differences before you travel to a new destination?
- How does an understanding of another language and culture broaden one’s ability to access and share information? (WL09-NH-S.3-GLE.2)
<table>
<thead>
<tr>
<th>Personal experiences and the media can form perceptions of other cultures/countries. (WL09-NH-S.2-GLE.1 and WL09-NH-S.4-GLE.2)</th>
<th>What are some examples of behaviors that socially acceptable in the target language country?</th>
<th>How do other people perceive me and why? How might I be treated? Should I conform to the culture I am visiting? What are the pros and cons of conforming to a culture? What are current perceptions of my culture around the world? How should I act?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture, beliefs, and traditions inform socially acceptable interactions. (WL09-NH-S.2-GLE.1 and WL09-NH-S.4-GLE.2)</td>
<td>Comparisons: (WL09-NH-S.4-GLE.2) What are the socially acceptable practices for daily life? (toileting/standing in a line/dining/eating/transportation/greetings/gestures/timeliness/money/schedule) Which activities are significant cultural experiences? What do unfamiliar signs, symbols, and announcements mean?</td>
<td>Why is using appropriate gestures and social courtesies important? (WL09-NH-S.2-GLE.1-EO.a) How do cultural values and attitudes impact daily practices? (WL09-NH-S.2-GLE.1-IQ.2)</td>
</tr>
</tbody>
</table>
## Critical Content:
### My students will Know...

**Culture:**
- Personal space
- Standing in a line
- Dining and eating
- Using the restroom
- Transportation
- Greeting and gestures
- Schedule/timeliness and punctuality
- Spending money habits

**Context:**
- Attractions (museum, park, zoo, etc.)
- Travel specific language (modes of transportation, directions, etc)
- Travel symbols

**Structure:**
- Ask and answer questions
- Preterite or past perfect tense
- Give and receive commands
- Time

**Connections to:**
- Technology
- Geography
- Math
- History
- Economics

## Key Skills:
### My students will be able to (Do)...

**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:**
- Recognize and understand signs and symbols (WL09-NH-S.1-GLE.2)
- Understand the main point in announcements
- Communicate basic information about travel and culture
- Compare and contrast social norms regarding travel
- Converse about a travel mishap or cultural misunderstanding (WL09-NH-S.4-GLE.2)
- Convert currency

**Modes of Communication:**
- Interpersonal mode (WL09-NH-S.1-GLE.1)
- Interpretive mode (WL09-NH-S.1-GLE.2)
- Presentational mode (WL09-NH-S.1-GLE.3)

## Critical Language:
includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

### Academic Vocabulary:
- Compare, Contrast, Discuss, Tell, Express, Answer, Ask, Share, Describe, recognize, explain, communicate

### Technical Vocabulary:
- For World Language Instruction: Interpersonal, Interpretive, Presentational, Grammatical Terms, Perspectives, Practices, Products, Connections, Performance, Proficiency Range
- Other Disciplines: Social consciousness, citizenship, identity, diversity, value, convert