


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

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

<b>Unit Title</b>	Stories, Legends and Fables	<b>Length of Unit</b>	4 Weeks = 20 Days = 20 hours
<b>Focusing Lens(es)</b>	Values	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>Why does every culture have their own stories and what lessons can we learn through these stories?</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>	Identity, Values, Relationships, Behavior, Customs, Norms,		

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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**

<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>• Stories</li> <li>• Legends</li> <li>• Tales</li> <li>• Myths</li> <li>• Cultural Norms and Values</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>• Read to understand plot, character and setting.</li> <li>• Identify the cultural values reflected in stories, legends, tales and/or myths.</li> <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> <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"> <li>• Story-related vocabulary</li> <li>• Character descriptions</li> <li>• Places</li> </ul>	
Structure:	<ul style="list-style-type: none"> <li>• Verb tenses</li> <li>• Sequencing</li> <li>• Sentence structure</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	
Connections to:	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Language Arts</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, compare, contrast, imagine, explain, paraphrase, summarize, reflect, recognize
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range