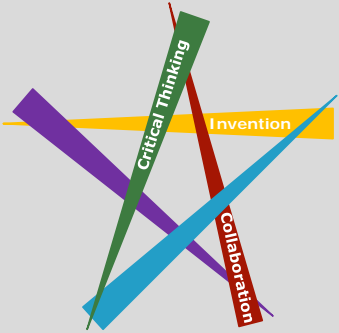


**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice High Proficiency Range Level**

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 21st Century Skills



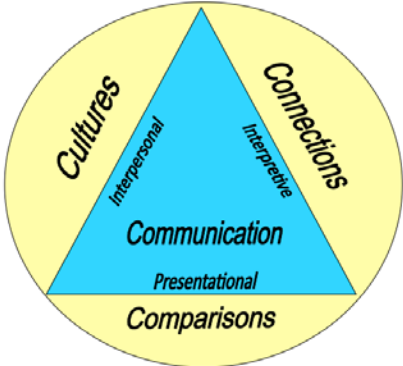
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



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
Get a Life!: Leisure and Entertainment	3 weeks = 15 class periods = 15 hours	

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

Unit Title	Get a Life!: Leisure and Entertainment		Length of Unit	3 weeks = 15 class periods = 15 hours
Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	Intentional design of World Language units should always include elements from all GLEs.	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> What does it mean to get a life? What does it mean to have fun? What does the phrase, “When in Rome, do as the Romans do” mean? 			
Unit Strands	1. Communication in Languages Other Than English 3. Connections with Other Disciplines and Information Acquisition		2. Knowledge and Understanding of Other Cultures 4. Comparisons to Develop Insight into the Nature of Language and Culture	
Foundational Concepts in World Languages	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
Concepts	Interaction, exchange, experience, fun, leisure, values, enjoyment, entertainment, perspective, transformation, judgment			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Comparisons of culturally specific leisure activities can encourage and facilitate new personal choices experiences. (WL09-NH-S.2-GLE.1-EO.b) and (WL09-NH-S.4-GLE.2)	Comparisons: (WL09-NH-S.4-GLE.2) What do are some examples of the leisure-time activities of native speakers of the target language? Where do citizens of the target language country go for entertainment?	How can you have fun in another country? How can you categorize and rate activities? What are native perspectives on fun?
Participation in the target culture activities and practices can provide more authentic social interactions (WL09-NH-S.2-GLE.1)	Comparisons: (WL09-NH-S.4-GLE.2) What are the activities that the target culture enjoys?	How do you put down that travel guide in order to interact and get involved with natives? What are you going to do when you leave the classroom?
Cultural values can influence choices related to fun and leisure activities. (WL09-NH-S.2-GLE.1) (WL09-NH-S.4-GLE.2)	Comparisons: (WL09-NH-S.4-GLE.2) What are some things that you should know as a foreigner in another country so that you can have fun?	What impact can values have on your entertainment decisions? How do you connect your leisure routine to that of the target culture?

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

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture: Practices (WL09-NH-S.2-GLE.1) Products (WL09-NH-S.2-GLE.2)	The popular leisure and entertainment activities such as: <ul style="list-style-type: none"> • Sports • Music • Leisure routine • Dancing • Meeting places • Social interactions • Games • Hobbies • Movies/ Film • Technology/Social media 	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: <ul style="list-style-type: none"> • Ask and answer questions (WL09-NH-S.1-GLE.1) • Present similarities and differences between leisure activities in the target culture and your own (WL09-NH-S.1-GLE.3) • Describe major leisure activities (WL09-NH-S.1-GLE.1) • Examine target culture forms of entertainment to determine their utility and relevance to the culture (WL09-NH-S.1-GLE.2) and (WL09-NH-S.3-GLE.2) • Express likes and dislikes (WL09-NH-S.1-GLE.1) • Share an event or experience including detail (WL09-NH-S.1-GLE.3-EO.a-b) 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)
Context:	Vocabulary associated with the leisure and entertainment activities including but not limited to: <ul style="list-style-type: none"> • Calendar/ clock • Units of measurement • Places • Currency • Consumption • Entertainment • Politics • Society 	
Structure: Patterns of Language (WL09-NH-S.4-GLE.1)	<ul style="list-style-type: none"> • Question formation • Tenses (future, past, present) 	
Connections to: Other Disciplines (WL09-NH-S.3-GLE.1)	<ul style="list-style-type: none"> • Geography, Social Studies, Math, Art, Music 	

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, reflect, share, describe, examine
Technical Vocabulary:	Interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range