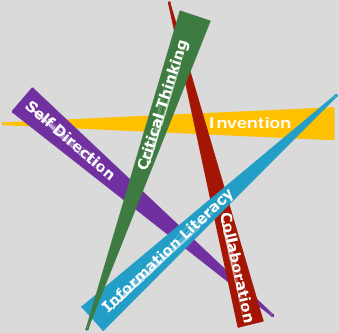



**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice Mid Proficiency Range Level**

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">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <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>
---	---

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Mealtimes and Celebrations	3 Weeks = 15 Days = 15 Hours	

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

Unit Title	Mealtimes and Celebrations		Length of Unit	3 Weeks = 15 Days = 15 Hours
Focusing Lens(es)	Tradition	Standards and Grade Level Expectations Addressed in this Unit	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	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Why does every culture have its own traditions and practices regarding foods? 			
Unit Strands	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			
Foundational Concepts in World Languages	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
Concepts	Tradition, Practices, Diversity, Family, Daily life, Celebrations			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Mealtime traditions in the target cultures create opportunities to examine and explore deeper perspectives of family life.	What are typical American family mealtime traditions? What are mealtime traditions like in the target culture?	How do mealtime traditions reflect daily life? Why is it important to learn about different cultural traditions regarding food?
Fuller participation in the target cultures occurs through studying typical foods and eating habits practiced by the target cultures.	What are the traditional products, practices and perspectives regarding foods and eating habits in the target culture? WL09-NM-S.2-GLE.1-EO.b & c	How does an understanding of the relationship between the products, practices and perspectives of a given culture allow people to communicate and connect with those who speak the target language? WL09-NM-S.2-GLE.1-IQ.1
Cultural traditions reflected in the foods/dishes eaten during celebrations promote a greater appreciation of the target culture.	What are the foods/dishes eaten during celebrations of the target cultures?	How do celebrations reflect the significance of foods/dishes within cultures?

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

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture:	<ul style="list-style-type: none"> • Celebrations/Holidays • Family meal traditions 	<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"> • Ask and answer questions • Compare and contrast eating habits • Describe major traditions and celebrations WL09-NM-S.2-GLE.1-EO.c • Examine the use and relevance of common daily products WL09-NM-S.2-GLE.2-EO.a • Express likes and dislikes <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"> • Calendar • Celebrations/Holidays • Clock/Time • Food • Mealtimes • Question words • Traditions 	
Structure:	<ul style="list-style-type: none"> • Adjective agreement • Present tense • Question formation 	
Connections to:	<ul style="list-style-type: none"> • Family and Consumer Science • Math • Social Studies 	

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
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range