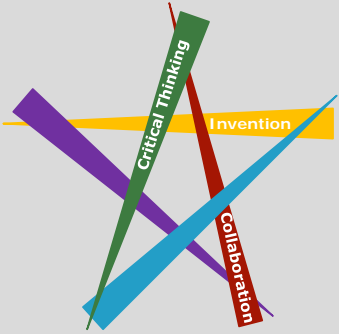


**Curriculum Development Proficiency Range Level at a Glance  
Planning for Novice High Proficiency Range Level**

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
Technology in My Space	4-6 weeks	

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

<b>Unit Title</b>	Technology in My Space		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	rights and responsibilities	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	Intentional design of World Language units should always include elements from all GLEs.	
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• How can technology use or availability define an individual?</li> <li>• How can technology use or availability define a group of people? (teenagers, adults, cultures, etc.)</li> </ul>			
<b>Unit Strands</b>	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	
<b>Foundational Concepts in World Languages</b>	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
<b>Concepts</b>	formal communication, informal communication, contemporary life, globalization, identity, technology, structures			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Family, community, and cultural norms can define socially acceptable uses of technology. (WL09-NH-S.2-GLE.1; WL09-NH-S.2-GLE.2)	Comparisons: (WL09-NH-S.4-GLE.2) What are the products, practices and perspectives regarding technology in the target culture? What does technology look like in other cultures? What type of technology is used in daily life and how is it managed? How do you use technology to make your life easier?	How does an understanding of the relationships between the products, practices and perspectives of a given culture allow people to communicate and connect with those who speak the target language? (WL09-NH-S.2-GLE.1-IQ.1) How can family and community influence the etiquette of technology use? How has technology changed family life and the global community over time? In what ways does technology affect our individual relationships?
Citizens' rights to access and use technology can be hindered by governmental structures of the target language country.	Comparisons: (WL09-NH-S.4-GLE.2) What are some examples of the parameters that governments place on technology? What determines the type and amount of technology a country has?	How do governments regulate technology usage? How does the culture of the target country influence the etiquette of technology use?
Economic status and geographic location can determine availability of and access to technology.	Comparisons: (WL09-NH-S.4-GLE.2) In what ways has technology influenced the political, social, economic outcomes of the world? In what ways has the economy impacted the availability of technology?	How does a country determine the type and amount of technology to make available? What are possible connections between the economy and technology?

**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> ...
<b>Culture:</b> Practices (WL09-NH-S.2-GLE.1) Products (WL09-NH-S.2-GLE.2)	<ul style="list-style-type: none"> <li>Common technologies used in the target culture.</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: <ul style="list-style-type: none"> <li>Discuss technology products of target cultures. (WL09-NH-S.1-GLE.1)</li> <li>Read current news related to technology use in the target language countries. (WL09-NH-S.1-GLE.2)</li> <li>Demonstrate the acceptable use (etiquette) of technology in other cultures. (WL09-NH-S.1-GLE.3)</li> <li>Create a Venn diagram to compare and contrast their personal use of technology with that of other cultures. (WL09-NH-S.1-GLE.3)</li> <li>Use technology to learn from native speakers about technology. (WL09-NH-S.1-GLE.1)</li> </ul> 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)
<b>Context:</b>	<ul style="list-style-type: none"> <li>Technical terms (social, political and economic terms)</li> <li>Electronic devices</li> <li>Internet</li> <li>Political structures</li> <li>Economic structures</li> </ul>	
<b>Structure:</b> Patterns of Language (WL09-NH-S.4-GLE.1)	<ul style="list-style-type: none"> <li>Past tense</li> <li>Future tense</li> <li>Present tense</li> <li>Adjectives</li> <li>Equal and unequal comparatives</li> </ul>	
<b>Connections to:</b> Other Disciplines (WL09-NH-S.3-GLE.1)	<ul style="list-style-type: none"> <li>Social Studies</li> <li>Government</li> <li>Economics</li> <li>Business</li> <li>Technology</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>	analyze, clarify, compare, contrast, describe, discuss, evaluate, technology, reflect, summarize, connect
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range