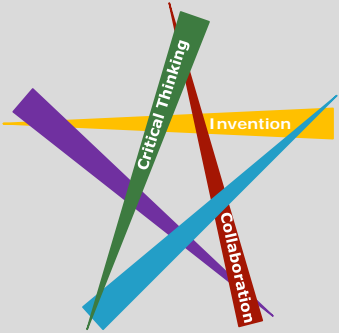


**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice Low Proficiency Range Level**

Content Area	World Languages	Proficiency Range Level	Novice Low
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Communication in Languages Other Than English	1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)	WL09-NL-S.1-GLE.1	
	2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)	WL09-NL-S.1-GLE.2	
	3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)	WL09-NL-S.1-GLE.3	
2. Knowledge and Understanding of Other Cultures	1. Identify common practices within the target cultures studied	WL09-NL-S.2-GLE.1	
	2. Identify common products of the target cultures studied	WL09-NL-S.2-GLE.2	
3. Connections with Other Disciplines and Information Acquisition	1. Identify information that can be gathered from target language resources connected to other content areas	WL09-NL-S.3-GLE.1	
	2. Locate and use basic information from target language resources	WL09-NL-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied	WL09-NL-S.4-GLE.1	
	2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture	WL09-NL-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
My cell phone is an educational tool	3 weeks = 15 days	

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

Unit Title	My cell phone is an educational tool		Length of Unit	15 days
Focusing Lens(es)	Influence/impact or influence/consequence	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):	Do the objects in the classroom determine how well students learn?			
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	Technology, education, value, relationships, systems, environment			

Generalizations My students will Understand that...	Guiding Questions	
	Factual Comparisons	Conceptual
The use and availability of technology within differing educational environments provides a means to compare its impact on students' educational outcomes/ performance. (WL09-NM-S.2-GLE.1), (WL09-NM-S.2-GLE.2), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What technology is available for general educational use in the home and target culture? What technology is used in the different educational disciplines?	How does technology enhance the quality of education in the home and target culture? (WL09-NL-S.4-GLE.2) How does technology impede the quality of education in the home and target culture? (WL09-NL-S.4-GLE.2)
Technology can facilitate authentic interpersonal communication with speakers of the target culture. (WL09-NL-S.1-GLE.1), (WL09-NL-S.1-GLE.3), (WL09-NM-S.2-GLE.1), (WL09-NM-S.2-GLE.2), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What technology is used to communicate with people in the target culture? What do people need to know, understand, and be able to do in order to conduct effective interpersonal and presentational communication with those who speak another language?	How are relationships improved with speakers of another language by the use of technology? How can technology assist in the understanding of the target culture?
Understanding the values reflected in educational systems in the target and home culture can develop a greater appreciation for each culture. (WL09-NM-S.2-GLE.1), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What classes are taught in the target culture during a typical school day? What attitudes and values are reflected through the educational systems of the home and target culture?	Why is it important to compare and contrast the attitudes of home and target cultures concerning the educational systems of each?

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

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture: Practices (WL09-NM-S.2-GLE.1) Products (WL09-NM-S.2-GLE.2)	<ul style="list-style-type: none"> • Classroom environment • Organization of school day (schedule) • Technology available • Cultural norms and practices related to technology 	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 • Compare and Contrast classroom environments • Describe school systems and environments of home and target cultures • Express time (in relation to the school day) • Express possession • Identify key vocabulary (classroom objects and school supplies) • Interpret authentic cultural materials (class schedules) Modes of Communication: Interpersonal mode (WL09-NM-S.1-GLE.1) Interpretive mode (WL09-NM-S.1-GLE.2) Presentational mode (WL09-NM-S.1-GLE.3)
Context:	<ul style="list-style-type: none"> • Classroom objects • School supplies • Technology • School subjects • Numbers 	
Structure: Patterns of Language (WL09-NM-S.4-GLE.1)	<ul style="list-style-type: none"> • Time • Negation • Questions • Possession • Verb: have 	
Connections to: Other Disciplines (WL09-NM-S.3-GLE.1)	<ul style="list-style-type: none"> • Math • Science • Media/technology • Language arts • Social sciences 	

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, describe, express, list, ask, answer, interpret, identify
Technical Vocabulary:	For World Language Instruction: Interpersonal Communication, Presentational Communication, Products, Perspectives, Practices Other Disciplines: educational technology