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

Со	ntent Area	World Languages	Proficiency Range Level	Novice Low	
Со	urse 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 th language and the language studied	e most basic vocabulary through comparisons o	f the student's own	WL09-NL-S.4-GLE.1
		2. Identify and recognize the nature of cultu own culture	ure through comparisons of the target culture(s)	and the student's	WL09-NL-S.4-GLE.2
	Invention Cri Dev Inf Co Tog Sel	21 st Century Skills tical Thinking and Reasoning: Thinking eply, Thinking Differently formation Literacy: Untangling the Web Ilaboration: Working Together, Learning gether If-Direction: Own Your Learning vention: Creating Solutions	Comparisons	sentational modes. Co ported by understand spectives, making cor	hould know and be op proficiency in a unication is at the sonal, interpretive and ommunication is then ding cultural nnections to other g one's own language

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Who am I in a Global World?	3 weeks = 15 days = 15 hours	

Authors of the Sample: David Burrous (U of Colorado); Mira Canion (St. Vrain); Rachel Connell (Falcon 49); Melissa Duplechin (Boulder Valley); Maria Garcia (Adams-Arapahoe); Dana Goodier (Adams 12); Jian Lin (Denver); Susan Murray-Carrico (Academy 20); Kendra Omlid (Thompson); Kelley Parkhurst (Thompson); Carolina Sartain (Moffat 2); Toni Theisen (Thompson); Janet Welsh Crossley (Gunnison) Novice Low, World Languages Complete Sample Curriculum – Posted: January 31, 2013

Curriculum Development Overview

Unit Planning for Novice Low Proficiency Range Level in World Languages

Unit Title	Who am I in a Global World?	Leng	h of Unit	3 weeks = 15 days = 15 hours
Focusing Lens(es)	Relationships	Standards and Grade Le Expectations Addressed this Unit	in WL09-NL WL09-NL	L-S.1-GLE.1; WL09-NL-S.1-GLE.2; WL09-NL-S.1-GLE.3; L-S.2-GLE.1; WL09-NL-S.2-GLE.2; L-S.3-GLE.1; WL09-NL-S.3-GLE.2; L-S.4-GLE.1; WL09-NL-S.4-GLE.2
Inquiry Questions (Engaging- Debatable): How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people in conversation make me a better global citizen? How does engaging people				
Unit Strands	Unit Strands1. Communication in Languages Other Than English 3. Connections with Other Disciplines and Information Acquisition		 Knowledge and Understanding of Other Cultures Comparisons to Develop Insight into the Nature of Language and Culture 	
Foundational Concepts in World Languages			, Cultures, Connections, Comparisons	
Concepts Relationships, Identity				

Generalizations	Guiding Questions		
My students will Understand that	Factual	Conceptual	
Communication in other languages, to exchange information about identity, builds relationships between individuals.	What information is exchanged when getting to know someone?	How does communication in other languages build better relationships between individuals?	
Knowledge of another person's identity provides an opportunity to explore the target culture.	What are ways to describe self and others?	How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NL-S4-GLE2-IQ.2)	
Culturally appropriate ways of greeting, meeting, and leave taking, promote better communication. (WL09-NL- S2-GLE1-EO.a)	What are culturally appropriate ways of greeting, meeting, and leave taking? What are culturally appropriate gestures of greeting, meeting, and leave taking?	What do people need to know, understand and be able to do to conduct effective communication? (WL09- NL-S1-GLE1-IQ1)	

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

Critical Conten My students will		Key Skills: My students will be able to (DO)	
Culture:	 Formal vs. informal Appropriateness of greetings and leave takings in target language Gestures 	 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: Meet and greet others appropriately 	
Context:	 Greetings and leave takings Personal descriptors Expressions of well-being Names of countries Nationalities Numbers Question words 	 Describe self to others Obtain and provide information about self and others (WL09-NL-S.1-GLE.1) and (WL09-NL-S.1-GLE.2) and (WL09-NL-S.1-GLE.3) 	
Structure:	AdjectivesPresent tense verbs		
Connections to:	Geography		

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, say, answer, ask, share, describe		
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range	

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