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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>World Languages</th>
</tr>
</thead>
</table>

Course Name/Course Code

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication in Languages Other Than English</td>
<td>1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)</td>
<td>WL09-NL-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)</td>
<td>WL09-NL-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)</td>
<td>WL09-NL-S.1-GLE.3</td>
</tr>
<tr>
<td>2. Knowledge and Understanding of Other Cultures</td>
<td>1. Identify common practices within the target cultures studied</td>
<td>WL09-NL-S.2-GLE.1</td>
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<tr>
<td></td>
<td>2. Identify common products of the target cultures studied</td>
<td>WL09-NL-S.2-GLE.2</td>
</tr>
<tr>
<td>3. Connections with Other Disciplines and Information Acquisition</td>
<td>1. Identify information that can be gathered from target language resources connected to other content areas</td>
<td>WL09-NL-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Locate and use basic information from target language resources</td>
<td>WL09-NL-S.3-GLE.2</td>
</tr>
<tr>
<td>4. Comparisons to Develop Insight into the Nature of Language and Culture</td>
<td>1. Identify similarities and differences of the most basic vocabulary through comparisons of the student’s own language and the language studied</td>
<td>WL09-NL-S.4-GLE.1</td>
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<td></td>
<td>2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student’s own culture</td>
<td>WL09-NL-S.4-GLE.2</td>
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</tbody>
</table>

Colorado 21st Century Skills

- Critical Thinking and Reasoning: Thinking Deeply, Thinking Differently
- Information Literacy: Untangling the Web
- 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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
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<tbody>
<tr>
<td>Who am I in a Global World?</td>
<td>3 weeks = 15 days = 15 hours</td>
<td></td>
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</table>

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**

**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**

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### Unit Title

**Who am I in a Global World?**

### Length of Unit

3 weeks = 15 days = 15 hours

### Focusing Lens(es)

- Relationships

### Standards and Grade Level Expectations Addressed in this Unit

- WL09-NL-S.1-GLE.1
- WL09-NL-S.1-GLE.2
- WL09-NL-S.1-GLE.3
- WL09-NL-S.2-GLE.1
- WL09-NL-S.2-GLE.2
- WL09-NL-S.3-GLE.1
- WL09-NL-S.3-GLE.2
- WL09-NL-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?

### 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

- Relationships, Identity

### Generalizations

**My students will Understand** that...

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
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<tr>
<td>What information is exchanged when getting to know someone?</td>
<td>How does communication in other languages build better relationships between individuals?</td>
</tr>
<tr>
<td>What are ways to describe self and others?</td>
<td>How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? (WL09-NL-S4-GLE2-IQ.2)</td>
</tr>
<tr>
<td>What are culturally appropriate ways of greeting, meeting, and leave taking?</td>
<td>What do people need to know, understand and be able to do to conduct effective communication? (WL09-NL-S1-GLE1-IQ1)</td>
</tr>
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### Critical Content:

**My students will Know...**

- Formal vs. informal
- Appropriateness of greetings and leave takings in target language
- Gestures

**Context:**

- Greetings and leave takings
- Personal descriptors
- Expressions of well-being
- Names of countries
- Nationalities
- Numbers
- Question words

**Structure:**

- Adjectives
- Present tense verbs

**Connections to:**

- Geography

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### Key Skills:

**My students will be able to (Do)...**

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
- 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)

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**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