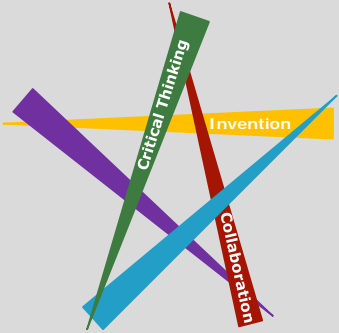


**Curriculum Development Proficiency Range Level at a Glance
Planning for Novice Low Proficiency Range Level**

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
Who am I in a Global World?	3 weeks = 15 days = 15 hours	

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:	<ul style="list-style-type: none"> • Formal vs. informal • Appropriateness of greetings and leave takings in target language • Gestures 	<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"> • Meet and greet others appropriately • Describe self to others • Obtain and provide information about self and others <p>(WL09-NL-S.1-GLE.1) and (WL09-NL-S.1-GLE.2) and (WL09-NL-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> • Greetings and leave takings • Personal descriptors • Expressions of well-being • Names of countries • Nationalities • Numbers • Question words 	
Structure:	<ul style="list-style-type: none"> • Adjectives • Present tense verbs 	
Connections to:	<ul style="list-style-type: none"> • 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