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

**Content Area** | **World Languages**
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**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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>My cell phone is an educational tool</td>
<td>3 weeks = 15 days</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Development Overview

**Unit Planning for Novice Low Proficiency Range Level in World Languages**

**Authors of the Sample:** Jacob Pingel (Mesa County Valley 51); Barbara Muñiz (Pueblo City 60)

**Novice Low, World Languages Date Posted:** April 2015

**Authors:** Jacob Pingel

### 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
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

Technology, education, value, relationships, systems, environment

### Generalizations

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

<table>
<thead>
<tr>
<th><strong>Comparisons:</strong> (WL09-NM-S.4-GLE.2)</th>
<th><strong>Guiding Questions</strong></th>
<th><strong>Conceptual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What technology is available for general educational use in the home and target culture?</td>
<td>How does technology enhance the quality of education in the home and target culture? (WL09-NL-S.4-GLE.2)</td>
<td>How does technology impede the quality of education in the home and target culture? (WL09-NL-S.4-GLE.2)</td>
</tr>
<tr>
<td>What technology is used in the different educational disciplines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comparisons:</strong> (WL09-NM-S.4-GLE.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What technology is used to communicate with people in the target culture?</td>
<td>How are relationships improved with speakers of another language by the use of technology?</td>
<td>How can technology assist in the understanding of the target culture?</td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comparisons:</strong> (WL09-NM-S.4-GLE.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What classes are taught in the target culture during a typical school day?</td>
<td>Why is it important to compare and contrast the attitudes of home and target cultures concerning the educational systems of each?</td>
<td></td>
</tr>
</tbody>
</table>
### Critical Content:

**My students will Know...**

- Classroom environment
- Organization of school day (schedule)
- Technology available
- Cultural norms and practices related to technology

### 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:

- 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)

### Culture:

**Practices (WL09-NM-S.2-GLE.1)**

- Classroom environment
- Organization of school day (schedule)
- Technology available
- Cultural norms and practices related to technology

**Products (WL09-NM-S.2-GLE.2)**

- Classroom objects
- School supplies
- Technology
- School subjects
- Numbers

### Context:

- Classroom objects
- School supplies
- Technology
- School subjects
- Numbers

### Structure:

**Patterns of Language (WL09-NM-S.4-GLE.1)**

- Time
- Negation
- Questions
- Possession
- Verb: have

### Connections to:

**Other Disciplines (WL09-NM-S.3-GLE.1)**

- 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

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Novice Low, World Languages

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