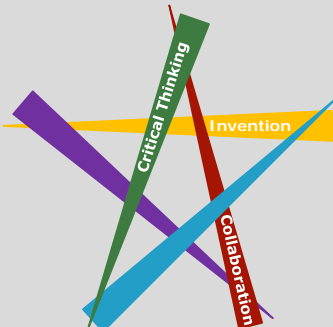



**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Low Proficiency Range Level**

Content Area	World Languages	Proficiency Range Level	Intermediate Low
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Communication in Languages Other Than English	1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)	WL09-IL-S.1-GLE.1	
	2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)	WL09-IL-S.1-GLE.2	
	3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)	WL09-IL-S.1-GLE.3	
2. Knowledge and Understanding of Other Cultures	1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied	WL09-IL-S.2-GLE.1	
	2. Examine how the perspectives of people who speak the target language are reflected in their products	WL09-IL-S.2-GLE.2	
3. Connections with Other Disciplines and Information Acquisition	1. Assess the usefulness of information gathered from target language resources for application in other content areas	WL09-IL-S.3-GLE.1	
	2. Examine information and viewpoints presented in authentic resources	WL09-IL-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language	WL09-IL-S.4-GLE.1	
	2. Compare the similarities and differences between the target culture(s) and the student's own culture	WL09-IL-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 <p>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.</p>
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Are we...what we eat?	3-6 weeks = 15-30 days	

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

Unit Title	"Are We... What We Eat?"		Length of Unit	3-6 weeks = 15-30 days
Focusing Lens(es)	Practice and Perspective	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):	<ul style="list-style-type: none"> Does diet drive the culture, or does culture drive the diet? Is what I eat a social issue? 			
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	Social awareness, social challenges, globalization, health, economics, nutrition/diet			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Economic conditions of a cultural region may influence the nutritional and diet choices of a culture and can provide a crucial component to understanding the culture. (WL09-IL-S.2-GLE.1 and WL09-IL-S.3-GLE.1 and (WL09-IL-S.4-GLE.2)	<p>Comparisons: (WL09-NH-S.4-GLE.2)</p> <p>What are the foods customarily eaten in that culture?</p> <p>What are some recognized diet differences of groups within the target culture? What is the average income of the culture?</p> <p>What is the poverty level of the culture?</p>	<p>What drives diet: economics or choices?</p> <p>What is poverty? Is poverty a matter of perspective?</p> <p>What is wealth?</p> <p>Is good nutrition valued?</p> <p>How does understanding the relationship between the practices and the perspectives of a given culture allow people to communicate with the people of that culture?</p> <p>How does language study create student's understanding and appreciation of the multilingual world?</p>

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

<p>Culturally influenced nutrition and diet choices can contribute to the overall health and well-being of a culture. (WL09-IL-S.2-GLE.1)</p>	<p>Comparisons: (WL09-NH-S.4-GLE.2) What are the most prevalent health issues and diseases within the culture? Is the typical diet dependent on imports? What health issues are often attributed (in research and writings) to diet choices in the target culture?</p>	<p>Does diet drive the culture, or does culture drive the diet? In what way does the study of another language develop an individual's ability to analyze critical thinking skills?</p>
<p>The causal relationship between a country's nutritional habits, health of its citizens, and its economy can sway the country's perspective on the importance of nutrition as a priority. (WL09-IL-S.2-GLE.1)</p>	<p>Comparisons: (WL09-NH-S.4-GLE.2) What are the country's food imports and exports? What is typical diet of a middle-class person? What are the typical health issues of a middle-class person?</p>	<p>How does the study of a culture help one understand and appreciate other cultures' world views and unique ways of living and behavior patterns? (WL09-IL-S.2-GLE.1-IQ.2) Do borders define a person? How do imports change regional diets?</p>
<p>Regional and cultural artwork can shape public opinion (perspective) regarding the possible connections between social challenges and quality of health and nutrition. (WL09-IL-S.2-GLE.2 and WL09-IL-S.3-GLE.1)</p>	<p>Comparisons: (WL09-NH-S.4-GLE.2) What are popular artists/authors of the region? What are health and nutritional concerns for the region? What are different genres of art?</p>	<p>How can art raise social awareness about health and nutrition? Why is art one of the preferred forms of expression about social issues? What messages are reflected through a culture's media? (WL09-IL-S.2-GLE.2-IQ.2) Why have expressive products been such an integral part of every culture? What is the value of an authentic source? What is the impact of point of view?</p>

Curriculum Development Overview
Unit Planning for Intermediate 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-NH-S.2-GLE.1) Products (WL09-NH-S.2-GLE.2)	<ul style="list-style-type: none"> • Traditional foods • Economic conditions • Dietary practices • Health issues • Arts 	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 eating habits • Describe traditional foods • Examine the use and relevance of common foods and eating habits • Read authentic sources • Express opinions, written or oral Modes of Communication: Interpersonal mode (WL09-NH-S.1-GLE.1) Interpretive mode (WL09-NH-S.1-GLE.2) Presentational mode (WL09-NH-S.1-GLE.3)
Context:	<ul style="list-style-type: none"> • Food • Diet • Nutritionally related Health issues • Art (e.g. literature, poetry, visual art, media) • Social classes 	
Structure: Patterns of Language (WL09-NH-S.4-GLE.1)	<ul style="list-style-type: none"> • Comparatives • Superlatives • Adjective agreement • Future tense • Conditional tense 	
Connections to: Other Disciplines (WL09-NH-S.3-GLE.1)	<ul style="list-style-type: none"> • Social Studies, Family and Consumer Science, Arts, Reading, Math/Economics, Sciences, Geography, Writing 	

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, express, ask, answer, reflect, share, describe
Technical Vocabulary:	Interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range