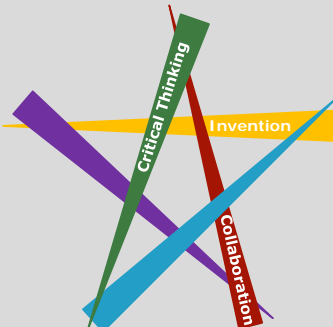



**Curriculum Development Proficiency Range Level at a Glance  
Planning for Intermediate Low Proficiency Range Level**

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"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <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
A Better Planet	4 weeks = 20 days = 20 hours	

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

<b>Unit Title</b>	A Better Planet		<b>Length of Unit</b>	4 weeks = 20 days = 20 hours
<b>Focusing Lens(es)</b>	Sustainability	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	WL09-IL-S.1-GLE.1; WL09-IL-S.1-GLE.2; WL09-IL-S.1-GLE.3; WL09-IL-S.2-GLE.1; WL09-IL-S.2-GLE.2; WL09-IL-S.3-GLE.1; WL09-IL-S.3-GLE.2; WL09-IL-S.4-GLE.1; WL09-IL-S.4-GLE.2	
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• How do our actions affect the environment?</li> <li>• What can I do to help the environment?</li> </ul>			
<b>Unit Strands</b>	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	
<b>Foundational Concepts in World Languages</b>	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
<b>Concepts</b>	Social Consciousness, Sustainability, Environment			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Comparison of environmental practices among target cultures informs others and encourages a collective effort toward living a sustainable life.	What are different environmental practices in the target cultures?	How can working together provide for a healthier planet?
Individuals' actions can positively influence the reciprocal relationship between the health of the environment and people's way of life	What actions can individuals take in daily life to improve the environment?	How can one person's actions make a difference?
Awareness of environmental issues raises social consciousness, inspires international volunteerism, and improves the planet.	What are important environmental issues?	Why is a global effort to help the environment essential?

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

<b>Critical Content:</b> My students will <b>Know</b> ...		<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
Culture:	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Environmental Problems</li> <li>• Environmental Solutions</li> <li>• Sustainability Practices</li> <li>• Attitudes toward environment</li> </ul>	<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"> <li>• Investigate environmental issues</li> <li>• Ask and answer questions about global issues</li> <li>• Compare and contrast environmental problems and solutions</li> <li>• Justify a point of view about sustainability practices</li> <li>• Propose solutions to environmental problems</li> <li>• Interpret and analyze attitudes towards the environment</li> </ul> <p>(WL09-IL-S.1-GLE.1) and (WL09-IL-S.1-GLE.2) and (WL09-IL-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Global Challenges</li> <li>• Transportation</li> <li>• Recycling</li> <li>• Daily Habits</li> <li>• Idioms</li> </ul>	
Structure:	<ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Future Tense</li> <li>• Conditional Mood</li> <li>• Subjunctive</li> <li>• Commands</li> <li>• Comparative and Superlative</li> </ul>	
Connections to:	<ul style="list-style-type: none"> <li>• Science</li> <li>• Geography</li> <li>• Business</li> <li>• Social Studies</li> </ul>	

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
<b>Academic Vocabulary:</b>	Discuss, Compare, Contrast, Identify, Recognize, Reflect, Evaluate, Justify
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range