## Curriculum Development Proficiency Range Level at a Glance

### Planning for Intermediate Low Proficiency Range Level

<table>
<thead>
<tr>
<th>Content Area</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name/Course Code</strong></td>
<td><strong>Proficiency Range Level</strong></td>
</tr>
</tbody>
</table>

<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. 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)</td>
<td>WL09-IL-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)</td>
<td>WL09-IL-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)</td>
<td>WL09-IL-S.1-GLE.3</td>
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<tr>
<td>2. Knowledge and Understanding of Other Cultures</td>
<td>1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied</td>
<td>WL09-IL-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Examine how the perspectives of people who speak the target language are reflected in their products</td>
<td>WL09-IL-S.2-GLE.2</td>
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<td>3. Connections with Other Disciplines and Information Acquisition</td>
<td>1. Assess the usefulness of information gathered from target language resources for application in other content areas</td>
<td>WL09-IL-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Examine information and viewpoints presented in authentic resources</td>
<td>WL09-IL-S.3-GLE.2</td>
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<td>4. Comparisons to Develop Insight into the Nature of Language and Culture</td>
<td>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</td>
<td>WL09-IL-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Compare the similarities and differences between the target culture(s) and the student’s own culture</td>
<td>WL09-IL-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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Better Planet</td>
<td>4 weeks = 20 days = 20 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 Omland (Thompson); Kelley Parkhurst (Thompson); Carolina Sartain (Moffat 2); Toni Theisen (Thompson); Janet Welsh Crossley (Gunnison)

Intermediate Low, World Languages

Complete Sample Curriculum – Posted: January 31, 2013
### Curriculum Development Overview

**Unit Planning for Intermediate 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)

#### Unit Title
**A Better Planet**

#### Length of Unit
4 weeks = 20 days = 20 hours

#### Focusing Lens(es)
Sustainability

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

#### Inquiry Questions (Engaging- Debatable):
- How do our actions affect the environment?
- What can I do to help the environment?

#### 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
- Social Consciousness, Sustainability, Environment

#### Generalizations
**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
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<tbody>
<tr>
<td><strong>Comparison of environmental practices among target cultures informs others and encourages a collective effort toward living a sustainable life.</strong></td>
<td>What are different environmental practices in the target cultures?</td>
<td>How can working together provide for a healthier planet?</td>
</tr>
<tr>
<td><strong>Individuals’ actions can positively influence the reciprocal relationship between the health of the environment and people’s way of life</strong></td>
<td>What actions can individuals take in daily life to improve the environment?</td>
<td>How can one person’s actions make a difference?</td>
</tr>
<tr>
<td><strong>Awareness of environmental issues raises social consciousness, inspires international volunteerism, and improves the planet.</strong></td>
<td>What are important environmental issues?</td>
<td>Why is a global effort to help the environment essential?</td>
</tr>
</tbody>
</table>
## Critical Content:

**My students will Know...**

- Transportation
- Environmental Problems
- Environmental Solutions
- Sustainability Practices
- Attitudes toward environment

## Context:

- Environment
- Global Challenges
- Transportation
- Recycling
- Daily Habits
- Idioms

## Structure:

- Present Tense
- Future Tense
- Conditional Mood
- Subjunctive
- Commands
- Comparative and Superlative

## Connections to:

- Science
- Geography
- Business
- Social Studies

## Key Skills:

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

- Investigate environmental issues
- Ask and answer questions about global issues
- Compare and contrast environmental problems and solutions
- Justify a point of view about sustainability practices
- Propose solutions to environmental problems
- Interpret and analyze attitudes towards the environment

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:

- Investigate environmental issues
- Ask and answer questions about global issues
- Compare and contrast environmental problems and solutions
- Justify a point of view about sustainability practices
- Propose solutions to environmental problems
- Interpret and analyze attitudes towards the environment

(WL09-IL-S.1-GLE.1) and (WL09-IL-S.1-GLE.2) and (WL09-IL-S.1-GLE.3)

## Critical Language:

includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Discuss, Compare, Contrast, Identify, Recognize, Reflect, Evaluate, Justify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range</td>
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