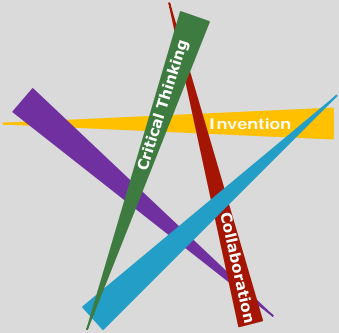
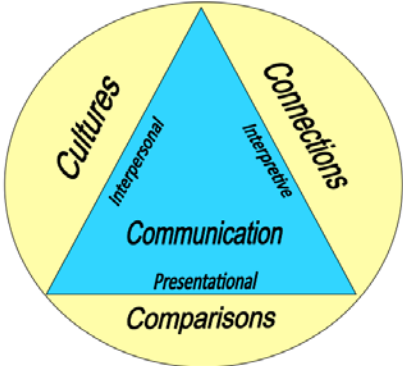


**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Mid Proficiency Range Level**

Content Area	World Languages	Proficiency Range Level	Intermediate Mid
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-IM-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-IM-S.1-GLE.2	
	3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)	WL09-IM-S.1-GLE.3	
2. Knowledge and Understanding of Other Cultures	1. Analyze how the perspectives of people who speak the target language are reflected in their practices	WL09-IM-S.2-GLE.1	
	2. Analyze how products reflect practices and perspectives of the cultures studied	WL09-IM-S.2-GLE.2	
3. Connections with Other Disciplines and Information Acquisition	1. Analyze information gathered from target language resources connected to other content areas	WL09-IM-S.3-GLE.1	
	2. Evaluate information and viewpoints present in authentic resources	WL09-IM-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Analyze the significance of the similarities and differences between the target language and the student's own language	WL09-IM-S.4-GLE.1	
	2. Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture	WL09-IM-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>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Food Frenzy	3 weeks = 15 days = 15 hours	

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

Unit Title	Food Frenzy	Length of Unit	3 weeks = 15 day = 15 hours
Focusing Lens(es)	Perspective Conflict	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):	Why is it important to know where and how our food is produced and what are the ramifications for producers, workers and consumers in a global economy? Is there a relationship between genetically modified foods and major health issues? How can students become active forces for change in a global food economy?		
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	Conflict, global challenge, globalization, economics, social consciousness		

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
As a basic necessity for life, food can often unite cultures and defines common aspects of humanity while providing opportunities for mutual cooperation and working power in the global economy. (WL09-IM-S.2-GLE.2 and WL09-IM-S.4-GLE.2)	Comparisons: (WL09-IM-S.4-GLE.2) Which are some examples of foods consumed in various countries and cultures? Which foods are indigenous to the area of the target language and which may have been introduced through cultural fusion?	How are international corporations standardizing the food tastes around the world? With continued globalization how is the influence of other cultures likely to change in the future?
The food power of a target language culture defines the ability to import, export and maintain food supply. (WL09-IM-S.3-GLE.1)	Comparisons: (WL09-IM-S.4-GLE.2) What percentage of the global economy is food based? Which countries export the greatest amount of food? Which countries import the most food? Is the target language country food independent?	What is driving the change in cash crops in target language countries? How can the introduction of genetically modified organisms affect the economy of local farmers? How might genetically modified organisms be beneficial and/or detrimental to future generations?

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

<p>The ebb and flow of global economic values correlates with the world’s food production and in turn, the foods that are available for human consumption in target language cultures. (WL09-IM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-IM-S.4-GLE.2) What percentage of the world’s food production is organic? What is the relationship between the global economy and supply and demand? What is the global economy?</p>	<p>How have economic and political interests determined food production? What is the future of organically grown foods? Should the drive for organically grown foods be embraced internationally?</p>
<p>Financial status in the increasingly globalized economy determines a target language culture’s success in producing, consuming and trading food commodities on a local and international level. (WL09-IM-S.2-GLE.2 and WL09-IM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-IM-S.4-GLE.2) How does the government of a target language country determine food production? How does the economic status of a target language country determine access to food?</p>	<p>How does the legacy of colonialism determine the global agricultural realities of today’s market? Is it the responsibility of economically powerful nations to provide food to those in need at home and abroad?</p>
<p>Increased and more fluid movement of people, food, and technological innovations create unintended consequences around access to food and economic power for target language cultures. (WL09-IM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-IM-S.4-GLE.2) What are genetically modified organisms (GMO)? Which countries accept the introduction of GMOs? What are some examples of the intended and unintended consequences of GMOs on biodiversity? How is the term “organic” defined differently across the world? How is biodiversity being protected today?</p>	<p>Should there be global oversight of genetically modified organisms? Do the benefits of genetically modified food Who should bear the responsibility for introducing technological innovations in food production and their subsequent positive and negative consequences?</p>
<p>Food production and biological engineering contributes to individual human health in target language cultures. (WL09-IM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-IM-S.4-GLE.2) What are the scientific indicators for changes in health where GMOs are utilized? What are the scientific indicators for changes in health where pesticides are utilized?</p>	<p>Why is how food is produced important to human health? How is food production an essential element of human health?</p>

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

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture: Practices (WL09-IM-S.2-GLE.1) Products (WL09-IM-S.2-GLE.2)	<ul style="list-style-type: none"> • Traditional cultural foods and crops • Effects of fusion on a target language culture 	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 regarding food • Compare and contrast countries and food • Describe traditional foods • Examine the use and implications of food in a country and on the global economy • Express likes and dislikes • Reflect on the history of global food and future implications Modes of Communication: Interpersonal mode (WL09-IM-S.1-GLE.1) Interpretive mode (WL09-IM-S.1-GLE.2) Presentational mode (WL09-IM-S.1-GLE.3)
Context:	<ul style="list-style-type: none"> • Food • History • Economic consumption 	
Structure: Patterns of Language (WL09-IM-S.4-GLE.1)	<ul style="list-style-type: none"> • Imperfect • Present • Preterit • Simple future • Conditional • Direct/Indirect object pronouns 	
Connections to: Other Disciplines (WL09-IM-S.3-GLE.1)	<ul style="list-style-type: none"> • Science • Mathematics • Social Studies • Economics 	

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, explain, answer, ask, reflect, share, describe
Technical Vocabulary:	World Language: interpersonal, interpretive, presentational, practices, products, connections, perspectives, performance, proficiency range, grammatical terms Social Studies: globalization, import, export, economics, commodities Science: genetically modified organisms, biodiversity, biological engineering