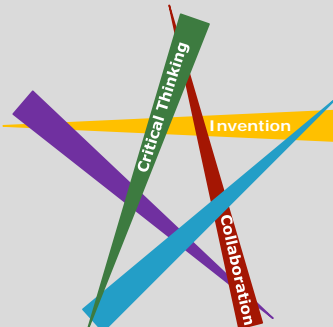



**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Mid Proficiency Range Level**

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) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)	WL09-IM-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-IM-S.2-GLE.1	
	2. Examine how the perspectives of people who speak the target language are reflected in their products	WL09-IM-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-IM-S.3-GLE.1	
	2. Examine information and viewpoints presented in authentic resources	WL09-IM-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-IM-S.4-GLE.1	
	2. Compare 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>
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Breaking through Global Challenges	4-5 weeks (16 – 20 hours)	

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

Unit Title	Breaking through Global Challenges		Length of Unit	4-5 weeks (16-20 hours)
Focusing Lens(es)	Influence	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"> Is it my responsibility to impact global challenges? 			
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	global challenges, globalization, volunteerism, social responsibility, cooperation, collaboration, interdependence			

Generalizations* My students will Understand that...	Guiding Questions	
	Factual Comparisons	Conceptual
Effective communication skills provide greater opportunity for cooperation and problem-solving across cultures. (WL09-IM-S.1-GLE.1-RA.2)	Comparisons: (WL09-NM-S.4-GLE.2) What are some examples of international cooperation that have had an impact on global issues (e.g. economic, environmental, health)?	What aspects of effective communication are important when addressing global issues? (WL09-IM-S.1-GLE.1-IQ.2) How does proficiency in another language make one a better global citizen? (WL09-IM-S.3-GLE.2-RA.1)
Volunteerism creates unique opportunities to collaborate with others and can promote positive social change at home and abroad. (WL09-NM-S.2-GLE.1), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What are local groups and/or organizations with which I can volunteer? What kinds of groups are within the communities of the target culture? (WL09-IM-S.2-GLE.1-EO.b)	Is volunteering worth the time and energy? How can I make a difference? How can volunteerism impact other countries?
National and international humanitarian organizations can possibly mediate the consequences of global challenges (WL09-NM-S.2-GLE.1), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) What are some humanitarian organizations operating within the target culture? What kind of contributions are these organizations making? What are some examples of the positive impact of humanitarian organizations?	What values are reflected by humanitarian organizations?

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

Globalization may foster a deeper sense of social responsibility and a personal commitment across cultures to solving global challenges

<p>Globalization may foster a deeper sense of social responsibility to collaborate across cultures for the purposes of addressing global challenges. (WL09-NM-S.2-GLE.1), (WL09-NM-S.2-GLE.2), (WL09-NM-S.3-GLE.1)</p>	<p>Comparisons: (WL09-NM-S.4-GLE.2) What is globalization? What direct or indirect impact do global challenges have on my community? How might globalization affect specific issues within the target culture(s)? What are some examples of global challenges?</p>	<p>What makes me a global citizen? How can culture and historical context impact how global challenges identified and prioritized in different cultures or regions? (WL09-IM-S.2-GLE.1-EO.c) and (WL09-IM-S.3-GLE.2-IQ.1, IQ.3)</p>
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* In World Language curriculum design, the accumulation of the Generalizations should at least address perspectives through practices (WL09-NM-S.2-GLE.1) and products (WL09-NM-S.2-GLE.2), as well as connections to other disciplines (WL09-NM-S.3-GLE.1).

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
<p>Culture: Practices (WL09-NM-S.2-GLE.1) Products (WL09-NM-S.2-GLE.2)</p>	<ul style="list-style-type: none"> • Values • Social priorities • Humanitarian organizations • Etiquette 	<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"> • Debate issues around global challenges (WL09-IM-S.1-GLE.1-EO.a, EO.c) and (WL09-IM-S.1-GLE.3-EO.b) • Demonstrate appropriate etiquette in a conversation (WL09-IM-S.1-GLE.1-IQ.2) • Discuss humanitarian organizations (WL09-IM-S.1-GLE.1-EO.b) • Identify causal relationships • Interpret authentic sources (WL09-IM-S.1-GLE.2-EO.a, EO.d, EO.e) and (WL09-IM-S.3-GLE.2-EO.b) • Present about the role of humanitarian organizations (WL09-IM-S.1-GLE.3-EO.c) • Summarize challenges faced by countries in the target culture <p>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)</p>
<p>Context:</p>	<ul style="list-style-type: none"> • Current global challenges • Concepts related to the selected global challenges • Cooperation/interdependence • Globalization 	
<p>Structure: Patterns of Language (WL09-NM-S.4-GLE.1)</p>	<ul style="list-style-type: none"> • Compare and contrast • Impersonal statements • Persuasive statements • Cause and effect 	
<p>Connections to: Other Disciplines (WL09-NM-S.3-GLE.1)</p>	<ul style="list-style-type: none"> • Social studies 	

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
Academic Vocabulary:	Analyze, compare, contrast, discuss, express, collaborate, cooperation, describe, evaluate, reflect, cause, effect
Technical Vocabulary:	For World Language Instruction: interpersonal, interpretive, presentational, practices, products, perspectives, connections, performance Other Disciplines: globalization, humanitarian, global citizenship