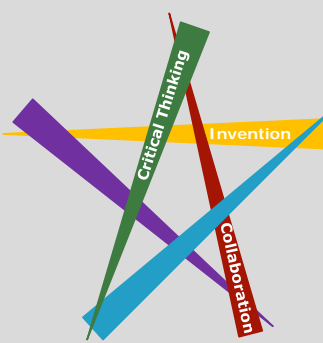



**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Low Proficiency Range Level**

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
In the mirror	4-5 weeks=20-25 days=20-25 hours	

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

Unit Title	In the Mirror	Length of Unit	4-5 weeks=20-25 days=20-25 hours
Focusing Lens(es)	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"> • What shapes a person’s perspective of human beauty? • How do I see myself? 		
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	Body image, beauty, values, attitudes, gender, self-esteem, health, diversity, global community, happiness		

Generalizations* My students will Understand that...	Guiding Questions	
	Factual Comparisons	Conceptual
Perceptions of beauty evolve across time. (WL09-NM-S.2-GLE.1), (WL09-NM-S.3-GLE.1)	Comparisons: (WL09-NM-S.4-GLE.2) Who are historical figures that are considered beautiful? Historically, what factors influenced a perspective of beauty? In an absence of technology, through what means was beauty conveyed?	How have historical events [and perspectives] influenced cultural practices? (WL09-IL-S.2-GLE.1-IQ.3) Why were certain historical figures considered beautiful? How has the perception of what is beautiful changed throughout history?
Societal and cultural values help to shape personal values, body image, and self-esteem (WL09-IL-S.2-GLE.1 and WL09-IL-S.2-GLE.2)	Comparisons: (WL09-NM-S.4-GLE.2) What is body image? What are examples of societal values? What types of media present body image perspectives? What physical attributes are projected as beautiful in the media? Culturally, what factors influence a perspective of beauty?	What messages are reflected through a culture’s media? (WL09-IL-S.2-GLE.2-IQ.2) Is there evidence in media and art, for example, of a society’s values?
A positive body image can promote a healthy mind and healthy choices fostering better overall wellbeing and happiness.	Comparisons: (WL09-NM-S.4-GLE.2) What are healthy behaviors? What are mental illnesses related to beauty? What behaviors are evidence of a healthy/unhealthy body image in females? Males?	How might behaviors represent a healthy or unhealthy mind? 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)

* 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).

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-NM-S.2-GLE.1) Products (WL09-NM-S.2-GLE.2)	<ul style="list-style-type: none"> • Historical events that influenced beauty perspectives • Cultural views of beauty (learned via authentic resources, especially media) • Forms of media/art 	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 • Express opinions • Compare and contrast cultural practices and perspectives • Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (WL09-IL-S.1-GLE.1-EO.a) • Use listening and reading strategies to make inferences and draw conclusions (WL09-IL-S.1-GLE.2-EO.a) • Summarize, explain and critique information from a variety of oral, written, and visual sources (WL09-IL-S.1-GLE.3-EO.b) • Produce and publish informal and formal communication comprehensible to a sympathetic audience (WL09-IL-S.1-GLE.3-EO.d) 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)
Context:	<ul style="list-style-type: none"> • Adjectives • Body/body parts • Mental and physical health (e.g. healthy behaviors, illness, body image, values, attitudes, mental health) • Media/art 	
Structure: Patterns of Language (WL09-NM-S.4-GLE.1)	<ul style="list-style-type: none"> • Adjectives • Comparative/superlative • Past tense (history) 	
Connections to: Other Disciplines (WL09-NM-S.3-GLE.1)	<ul style="list-style-type: none"> • Health • Psychology • Sociology • History 	

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, perspective, ask, answer, express, provide, listen, read, summarize, explain, critique, produce
Technical Vocabulary:	For World Language Instruction: interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range Other disciplines: mental and physical health, well-being, body image