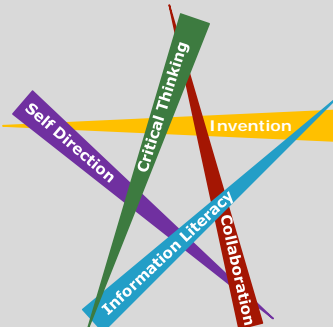



**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Mid Proficiency Range Level**

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>
---	---

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	WL09-IM-S.1-GLE.1; WL09-IM-S.1-GLE.2; WL09-IM-S.1-GLE.3; WL09-IM-S.2-GLE.1; WL09-IM-S.2-GLE.2; WL09-IM-S.3-GLE.1; WL09-IM-S.3-GLE.2; WL09-IM-S.4-GLE.1; WL09-IM-S.4-GLE.2	
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	Conceptual
Individuals may positively influence global problem solving by learning that effective communication skills provide greater opportunity for cooperation across cultures. (WL09-IM-S.1-GLE.1-RA.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 in order to promote positive social change at home and abroad. (WL09-IM-S.2-GLE.1)	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 significantly influence global challenges	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

<p>Globalization may foster a deeper sense of social responsibility and a personal commitment across cultures to solving global challenges. (WL09-IM-S.2-GLE.1. IQ.4, RA.2) and (WL09-IM-S.2-GLE.2-RA.3)</p>	<p>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 within the target culture(s)?</p>	<p>What makes me a global citizen? How can we create true human interdependence? How does the economy impact existence of and solutions for social issues? 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>
--	---	--

Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...
Culture:	<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>(WL09-IM-S.1-GLE.1) and (WL09-IM-S.1-GLE.2) and (WL09-IM-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> • Current global challenges • Concepts related to the selected global challenges • Cooperation/interdependence • Globalization 	
Structure:	<ul style="list-style-type: none"> • Compare and contrast • Impersonal statements • Persuasive statements • Cause and effect 	
Connections to: (WL09-IM-S.3-GLE.1-EO.b)	<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, describe, evaluate, reflect, cause, effect
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance

Instructional Unit Development
Unit Planning For Intermediate Mid Proficiency Range

Unit Description:	
Unit Generalizations:	
Key Generalization:	
Supporting Generalizations:	
Considerations	

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	
Product/Evidence: (Expected product from students)	
Differentiation: (Multiple modes for student expression)	

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction

**Instructional Unit Development
Unit Planning For Intermediate Mid Proficiency Range**

Ongoing Discipline-Specific Learning Experiences			
	Description:		Teacher Resources:
			Student Resources:
	Skills:		Assessment:

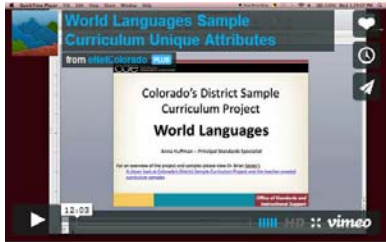
Prior Knowledge and Experiences

Learning Experience #		
Task Description: <i>The teacher may... so that students can...</i>		
Generalization Connection(s):		
Teacher Resources:		
Student Resources:		
Assessment:		
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
Critical Content:		
Key Skills:	•	
Critical Language:		

cde COLORADO DEPARTMENT of EDUCATION

Available Since February 2013...

- **Sample Units**
 - **World Languages Sample Units**
 - Intermediate-Mid
 - [What do I want to be when I grow up?](#)
 - [Invention and Innovation](#)
 - Intermediate-Low
 - [A Better Planet](#)
 - [Pop Culture and Music](#)
 - Novice-High
 - [A Reason to Celebrate](#)
 - [Stories, Legends and Fables](#)
 - Novice-Mid
 - [We Are Family](#)
 - [Let's Explore the City](#)
 - [Mealtimes and Celebrations](#)
 - [Off to School](#)
 - Novice-Low
 - [Let's Hang Out](#)
 - [Who am I in a Global World?](#)
- **Key Presentations**
 - Sample Curriculum Project Overview
 - WL Sample Curriculum Unique Attributes




- **Blank Curriculum Templates**
- **Process Guide** (posted May 2013)


Office of Standards and Instructional Support

cde COLORADO DEPARTMENT of EDUCATION

Yet, the curriculum samples left work to be done.... What is missing?

Office of Standards and Instructional Support

		
<h2 style="text-align: center;">Relevant Target Language Context</h2>		
Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Page 2 of the unit overview	These (convergent) questions link directly to building the generalizations and are tied to specific topics/content and typically have objective, definitive and/or right/wrong answers.	These (divergent) questions link directly to building the generalizations and are designed to provoke thoughtful, multiple, and/or subjective answers that ask for deeper levels of thinking
Critical Content: My students will Know... Page 3 of the unit overview		
Culture:	The cultural content of the curriculum unit which includes the cultural practices, products, and/or perspectives	
Context:	Essential vocabulary in the target language of the curriculum unit	
Structure:	Essential grammar of the curriculum unit	

	
<h2 style="text-align: center;">Create a Performance Assessment</h2>	
Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: <small>(Key generalization_(s) to be mastered and demonstrated through the capstone assessment.)</small>	Globalization may foster a deeper sense of social responsibility and a personal commitment across cultures to solving global challenges.
Stimulus Material: <small>(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</small>	Role: Who are you? Audience: To whom are you writing / speaking / presenting? Format: In what format are you writing / speaking / presenting? A letter? An advertisement? A speech? Topic: What are you writing / speaking / presenting about?
Product/Evidence:	Expected product from students

cde COLORADO
DEPARTMENT of EDUCATION

Writing the Learning Experiences

- Definition:
 - Learning experience focus on learning, not activities; they are not lesson plans. They provide enough detail(s) but leave room for interpretation and decision-making regarding the ways in which teachers will bring instruction to life in their unique classroom(s)
- **“The teacher may... so that students can...”**

Office of Standards and
Instructional Support

cde COLORADO
DEPARTMENT of EDUCATION

Next Steps

- Sample instructional units will be posted by March 31 for all content areas
 - World Language samples will include two unit overviews written for multiple target languages
 - “Breaking through Global Challenges” for French and Spanish
 - “Do you believe in medicine?” for Chinese, German, and Spanish
- World Language workshops Spring and Summer 2014 to write more instructional units based on curriculum overviews

Office of Standards and
Instructional Support

cde COLORADO
DEPARTMENT of EDUCATION

Colorado's District Sample Curriculum Project

Phase Three (**Fall 2013 - Summer 2014**):

- Colorado World Language teachers create full instructional units based on sample curriculum overviews which include:
 - target language **considerations** for content and context
 - learning experience **examples**,
 - resource **suggestions**,
 - differentiation **options**, and
 - assessment **ideas**

Office of Standards and Instructional Support

cde COLORADO
DEPARTMENT of EDUCATION

Opportunities to Participate

- Seeking Colorado World Language Teachers to collaborate on building sample instructional units
- Writing teams will include 4-6 target language teachers
- Writing teams will be lead by World Language teachers

Contact Anna Huffman at huffman_a@cde.state.co.us to receive announcements regarding CDE sponsored opportunities for standards implementation.

Watch the World Languages webpage for more information:
<http://www.cde.state.co.us/coworldlanguages>

Office of Standards and Instructional Support