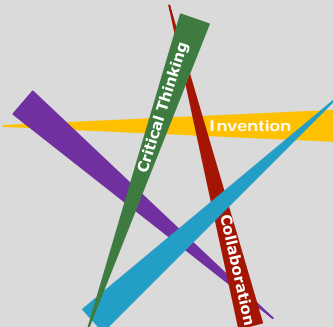


**Curriculum Development Proficiency Range Level at a Glance  
Planning for Intermediate Mid Proficiency Range Level**

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	

**Colorado 21<sup>st</sup> 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.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Invention and Innovation	4 weeks=20 days=20 hours	

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

<b>Unit Title</b>	Invention and Innovation		<b>Length of Unit</b>	4 weeks=20 days=20 hours
<b>Focusing Lens(es)</b>	Values	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>How are invention and innovation creative ways to solve real world problems?</li> </ul>			
<b>Unit Strands</b>	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			
<b>Foundational Concepts in World Languages</b>	Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons			
<b>Concepts</b>	Innovation, Invention, Creativity, Contemporary Life			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Knowledge of inventions and innovations from the target cultures provides insight into the culture's values and increases appreciation of the target cultures' contribution globally.	What values are reflected by inventions?	How are cultural values present in cultural products? WL09-IM-S.2-GLE.2-IQ.3
Creativity positively impacts science and technology, resulting in innovations and inventions that help solve inter and intra national problems.	What inventions and innovations have been developed in the target cultures?	How does creativity affect problem solving in daily life?
Solutions to complex (and global) problems require the perspectives and participation of individuals across diverse nations/cultures.	What problems do innovations in science and technology address?	How does innovation shape society?

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

<b>Critical Content:</b> My students will <b>Know</b> ...		<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
Culture:	<ul style="list-style-type: none"> <li>• Significant inventions and innovations from target cultures</li> </ul>	<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"> <li>• Research scientific and technological inventions</li> <li>• Identify and discuss scientific discoveries and inventions of the target cultures;</li> <li>• Understand the significance of these innovations in our lives and the lives of others</li> <li>• Discuss the value of inventions and innovations from the target culture</li> <li>• Create an invention that improves contemporary life</li> </ul> <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"> <li>• Professions</li> <li>• Technical terms</li> <li>• Inventions</li> <li>• Problem Solving</li> <li>• Dates</li> </ul>	
Structure:	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Past tenses</li> <li>• Future tense</li> <li>• Conditional</li> <li>• Subjunctive</li> <li>• If, then clauses</li> </ul>	
Connections to:	<ul style="list-style-type: none"> <li>• STEM</li> <li>• Social Studies</li> <li>• Business</li> </ul>	

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
<b>Academic Vocabulary:</b>	Act, analyze, clarify, compare, contrast, create, describe, design, discuss, evaluate, invent, innovation, imagine, reflect, summarize
<b>Technical Vocabulary:</b>	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range