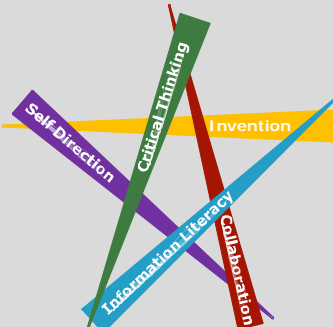



**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Mid Proficiency Range Level**

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
What do I want to be when I grow up?	4 weeks=20days=20 hours	

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

Unit Title	What do I want to be when I grow up?		Length of Unit	4 weeks=20days=20 hours
Focusing Lens(es)	Education	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):	How do I get the job I want?			
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	Education, Motivation, Career, Goals, Choices, Opportunity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Educational background and personal motivation greatly expand career opportunities.	What career opportunities are available?	How does educational background affect career opportunities?
Career preparation lays the foundation for accomplishing personal life goals and career aspirations.	What steps do you need to take in order to pursue a particular career?	What does one need to consider when deciding on a career path?
Effective communication enhances employment opportunities and an individual's ability to pursue a desired career path.	What are features of effective communication when finding a job?	How can effective communication expand opportunities?

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:	<ul style="list-style-type: none"> • Careers in the target countries • Appropriate interview protocol • Business etiquette • Career preparation and education • Letter writing 	<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"> • Read and understand job announcements, cover letters, and curriculum vitae • Express desires and preferences for the future • Create a cover letter and curriculum vitae • Understand the education required in preparing for a specific career • Interview for a job by describing your skills and strengths <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"> • Professions and careers • Job responsibilities and tasks • Descriptions, personal skills and strengths 	
Structure:	<ul style="list-style-type: none"> • Present Tense • Future tense • Subjunctive • Cause and effect • Conditional mood 	
Connections to:	<ul style="list-style-type: none"> • Family and Consumer Sciences • Business, Counseling • Language Arts 	

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, create, interview, curriculum vitae, cover letter, skills
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range