

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

Unit Title	A Better Planet		Length of Unit	4 weeks = 20 days = 20 hours
Focusing Lens(es)	Sustainability	Standards and Grade Level Expectations Addressed in this Unit	WL09-IL-S.1-GLE.1; WL09-IL-S.1-GLE.2; WL09-IL-S.1-GLE.3; WL09-IL-S.2-GLE.1; WL09-IL-S.2-GLE.2; WL09-IL-S.3-GLE.1; WL09-IL-S.3-GLE.2; WL09-IL-S.4-GLE.1; WL09-IL-S.4-GLE.2	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do our actions affect the environment? • What can I do to help the environment? 			
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	Social Consciousness, Sustainability, Environment			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Comparison of environmental practices among target cultures informs others and encourages a collective effort toward living a sustainable life.	What are different environmental practices in the target cultures?	How can working together provide for a healthier planet?
Individuals' actions can positively influence the reciprocal relationship between the health of the environment and people's way of life	What actions can individuals take in daily life to improve the environment?	How can one person's actions make a difference?
Awareness of environmental issues raises social consciousness, inspires international volunteerism, and improves the planet.	What are important environmental issues?	Why is a global effort to help the environment essential?

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Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture:	<ul style="list-style-type: none"> • Transportation • Environmental Problems • Environmental Solutions • Sustainability Practices • Attitudes toward environment 	<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"> • Investigate environmental issues • Ask and answer questions about global issues • Compare and contrast environmental problems and solutions • Justify a point of view about sustainability practices • Propose solutions to environmental problems • Interpret and analyze attitudes towards the environment <p>(WL09-IL-S.1-GLE.1) and (WL09-IL-S.1-GLE.2) and (WL09-IL-S.1-GLE.3)</p>
Context:	<ul style="list-style-type: none"> • Environment • Global Challenges • Transportation • Recycling • Daily Habits • Idioms 	
Structure:	<ul style="list-style-type: none"> • Present Tense • Future Tense • Conditional Mood • Subjunctive • Commands • Comparative and Superlative 	
Connections to:	<ul style="list-style-type: none"> • Science • Geography • Business • 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:	Discuss, Compare, Contrast, Identify, Recognize, Reflect, Evaluate, Justify
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range