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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name/Course Code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Grade Level Expectations (GLE)</strong></td>
</tr>
<tr>
<td>1. Communication in Languages Other Than English</td>
<td>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)</td>
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<td></td>
<td>2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)</td>
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<td></td>
<td>3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)</td>
</tr>
<tr>
<td>2. Knowledge and Understanding of Other Cultures</td>
<td>1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied</td>
</tr>
<tr>
<td></td>
<td>2. Examine how the perspectives of people who speak the target language are reflected in their products</td>
</tr>
<tr>
<td>3. Connections with Other Disciplines and Information Acquisition</td>
<td>1. Assess the usefulness of information gathered from target language resources for application in other content areas</td>
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<tr>
<td></td>
<td>2. Examine information and viewpoints presented in authentic resources</td>
</tr>
<tr>
<td>4. Comparisons to Develop Insight into the Nature of Language and Culture</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>2. Compare the similarities and differences between the target culture(s) and the student’s own culture</td>
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</table>

**Colorado 21st 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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
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</thead>
<tbody>
<tr>
<td>Pop Culture and Music</td>
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</tbody>
</table>
## Unit Planning for Intermediate Low Proficiency Range Level in World Languages

### Unit Title
Pop Culture and Music

### Length of Unit
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

### Focusing Lens(es)
Identity

### Inquiry Questions (Engaging-Debatable):
- How does music in the target language affect the social attitudes of the target culture’s youth?

### 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
Values, Relationships, Experience, Attitudes, Opinions, Genre

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that…</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music from target cultures provides insight into the values, attitudes, and opinions of youth and promotes cross-cultural interactions.</td>
<td>What are popular music genres in the different target cultures? What are popular songs in the target cultures?</td>
<td>How does music reflect cultural values, attitudes, opinions and identity?</td>
</tr>
<tr>
<td>Knowledge of the experiences and background of a musical artist cultivates deeper understanding and appreciation of the music genre in order to better understand youth culture.</td>
<td>Who are the popular musical artists in the target cultures? What is the biographical information of the musical artists?</td>
<td>How do the popular musical artists reflect the values, attitudes, and opinions of the target culture?</td>
</tr>
<tr>
<td>Connections with music from multiple cultures enhance an understanding of youth perspectives and personal identity which enables effective communication with others.</td>
<td>What are the possible connections between music and culture?</td>
<td>How is culture reflected in music?</td>
</tr>
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</table>

Authors of the Sample: David Burrous (U of Colorado); Mira Canion (St. Vrain); Rachel Connell (Falcon 49); Melissa Duplechin (Boulder Valley); Maria Garcia (Adams-Arapahoe); Dana Goodier (Adams 12); Jian Lin (Denver); Susan Murray-Carrico (Academy 20); Kendra Omlid (Thompson); Kelley Parkhurst (Thompson); Carolina Sartain (Moffat 2); Toni Theisen (Thompson); Janet Welsh Crossley (Gunnison)
### Critical Content:

**My students will Know...**

**Culture:**
- Youth perspectives
- Music genres

**Context:**
- Biographical vocabulary
- Music vocabulary (genres, rhythm, tempo, etc.)

**Structure:**
- Comparative and superlative
- Verb moods that reflect song contexts
- Verb tenses that reflect song contexts

**Connections to:**
- Geography
- Music
- Psychology

### Key Skills:

**My students will be able to (Do)...**

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:

- Compare and contrast popular music from one’s own culture and the target culture
- Express opinions regarding music and lyrics
- Identify and describe target cultural values and opinions expressed in the music
- Identify famous musical artists from the target cultures
- Identify genres

**Context:**
- Biographical vocabulary
- Music vocabulary (genres, rhythm, tempo, etc.)

**Structure:**
- Comparative and superlative
- Verb moods that reflect song contexts
- Verb tenses that reflect song contexts

**Connections to:**
- Geography
- Music
- Psychology

(WL09-IL-S.1-GLE.1) and (WL09-IL-S.1-GLE.2) and (WL09-IL-S.1-GLE.3)

### Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary:</strong></th>
<th>listen, compare, contrast, describe, critique, summarize, recognize, present, list, identify</th>
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<tbody>
<tr>
<td><strong>Technical Vocabulary:</strong></td>
<td>interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range</td>
</tr>
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