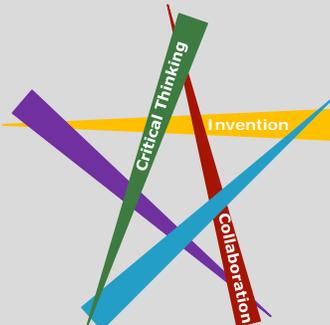
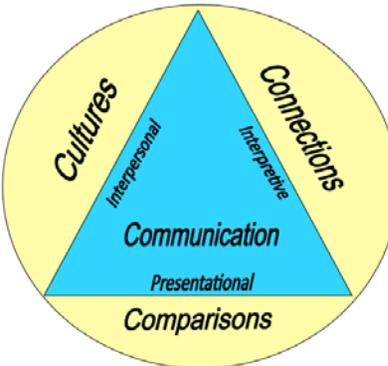


**Curriculum Development Proficiency Range Level at a Glance
Planning for Intermediate Low Proficiency Range Level**

Content Area	World Languages	Proficiency Range Level	Intermediate Low
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-IL-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-IL-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-IL-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-IL-S.2-GLE.1	
	2. Examine how the perspectives of people who speak the target language are reflected in their products	WL09-IL-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-IL-S.3-GLE.1	
	2. Examine information and viewpoints presented in authentic resources	WL09-IL-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-IL-S.4-GLE.1	
	2. Compare the similarities and differences between the target culture(s) and the student's own culture	WL09-IL-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
Pop Culture and Music		

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

Unit Title	Pop Culture and Music		Length of Unit	
Focusing Lens(es)	Identity	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 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 My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Music from target cultures provides insight into the values, attitudes, and opinions of youth and promotes cross-cultural interactions.	What are popular music genres in the different target cultures? What are popular songs in the target cultures?	How does music reflect cultural values, attitudes, opinions and identity?
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.	Who are the popular musical artists in the target cultures? What is the biographical information of the musical artists?	How do the popular musical artists reflect the values, attitudes, and opinions of the target culture?
Connections with music from multiple cultures enhance an understanding of youth perspectives and personal identity which enables effective communication with others.	What are the possible connections between music and culture?	How is culture reflected in music?

Curriculum Development Overview
Unit Planning for Intermediate Low 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"> Youth perspectives Music genres 	<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"> 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 <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"> Biographical vocabulary Music vocabulary (genres, rhythm, tempo, etc.) 	
Structure:	<ul style="list-style-type: none"> Comparative and superlative Verb moods that reflect song contexts Verb tenses that reflect song contexts 	
Connections to:	<ul style="list-style-type: none"> Geography Music Psychology 	

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
Academic Vocabulary:	listen, compare, contrast, describe, critique, summarize, recognize, present, list, identify
Technical Vocabulary:	interpersonal, interpretive, presentational, grammatical terms, practices, products, perspectives, connections, performance, proficiency range