

TABLE IV.1 Curriculum Planning Template Thematic Curriculum Unit—Performance Task Assessment (Presentational) and Planning Guide

Key Question: What is my life like? What is your life like?

Theme: Geography/Travel

Topic: Central American Tourist Destinations

Targeted Proficiency Level: **Beginning** **Developing** **Transitioning-Grades 11 & 12** **Refining**

<p>Communication Mode:</p> <p>Interpersonal Interpretive Presentational</p>		
<p><i>Performance Assessment</i></p>	<p>Students develop a commercial for a Central American travel destination, incorporating a movie made on movie maker and a live speech to persuade tourists to visit there.</p>	
<p>Wisconsin Standards: Communication</p>	<p>C2: Speeches: Students will write and deliver a short speech on a topic of personal interest.</p>	
<p><i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i></p>	<p>Content: Complexity Sophistication- Expresses own thoughts to describe and narrate using sentences and strings of sentences on familiar and some unfamiliar topics in both oral and written presentations.</p> <p>Vocabulary Uses vocabulary from a variety of topics; if precise vocabulary is lacking, can often find another way to express an idea/term; uses a dictionary as needed and selects correct translation most of the time; shows some understanding and use of idiomatic expressions; may invent a word or phrase in order to stay in the target language.</p> <p>Accuracy: Time and Tense- Expresses own thoughts in present time with accuracy; with preparation can use present, past and simple future tenses – some errors may be present.</p> <p>Ease- Creates with both familiar and new language; presents thoughts and ideas with some pauses and hesitations; errors may occur but do not interfere with communication.</p>	

	<p>Pronunciation- Can use rules of pronunciation to pronounce correctly new words; converses with an accent and intonation that is understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p>	
	<p>Communication Strategies: Comprehensibility- Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times. Monitoring- Begins to notice incorrect language structure and/or need for idioms but may not know how to correct the structure. Impact- Personalizes to maintain or reengage audience; able to provide comparisons and/or contrasts to reinforce message.</p> <p>Cross-Cultural Applications: Awareness- Recognizes differences and similarities in the perspectives of the target culture(s) and their own as they are expressed in oral and written texts.</p>	
<p>Links to Culture and the other Wisconsin Standards: ✓ Connections ✓ Comparisons ✓ Communities</p> <p><i>Evidence (How these standards are incorporated in the instruction)</i></p>	<p>D2: Culture- Students will examine the role and importance of various activities within the cultures studied. <i>Evidence:</i> Students researched destination and local activities at a Central American travel destination.</p> <p>G2: Connections- Students will access information in the language studied to gain greater insight into other cultures and/or their own.</p> <p>K1: Communities- Students will use various media in the language studied for study, work or pleasure. <i>Evidence (G2 and K1):</i> Students used a variety of Spanish language websites and other media to learn about destinations and the culture in the area.</p>	
<p>Structures and Vocabulary:</p> <p><i>What needs to be taught for students to be successful in the performance assessment</i></p>	<p>Commands Present tense Travel vocabulary</p>	