

TABLE IV.1 Curriculum Planning Template Thematic Curriculum Unit—**Integrated Performance Assessment** and Planning Guide

Key Question: What is my/your life like?

Theme: Daily Routine

Topic: Healthy Lifestyle

Targeted Proficiency Level: **Beginning**      **Developing-Grades 9 & 10**      **Transitioning**      **Refining**

Communication Mode:	<b>Interpersonal</b> Interpretive Presentational	Interpersonal Interpretive <b>Presentational</b>	Interpersonal <b>Interpretive</b> Presentational
<i>Performance Assessment</i>	Students talk to each other about their daily routine. Students describe their daily routine and talk about their likes/dislikes and what is good and bad about their routine. They consider what they do on weekdays and weekends and talk about the time they spend with friends and family.	Students prepare a presentation that describes daily routine. They propose their project in advance considering the following: <b>MODE OF PRESENTATION:</b> chart, video, PowerPoint, poster, drawing, play, children's story, song, poem, reflection/essay, rehearsed interview. <b>AUDIENCE:</b> <ul style="list-style-type: none"> <li>• Students in another country</li> <li>• Peers/Spanish (2 students when they study this theme)</li> <li>• Self reflection</li> </ul> <b>PURPOSE</b> <ul style="list-style-type: none"> <li>• Inform students in another country of American culture</li> <li>• Reflect about insights gained from class discussions of this topic</li> <li>• Promote a healthy routine</li> </ul> Awareness of how people spend their time	Read emails from Costa Rican teens and compare the daily routine in Costa Rica to the daily routine of Monroe teens.

<p>Wisconsin Standards: <b>Communication</b></p> <p>Wisconsin Standards: <b>Communication (Cont.)</b></p>	<p><b>A1: Conversations-</b> Students will sustain a conversation including descriptions on selected topics about themselves and their state or country.</p> <p><b>A2: Questions-</b> Students will ask and answer a variety of questions, giving reasons for their answers.</p> <p><b>A5: Comprehension-</b> Students will ask for simplification and clarification.</p>	<p><b>C2: Speeches-</b> Students will write and deliver a short presentation.</p>	<p><b>B3: Reading-</b> Students will understand selected written materials on topics of personal interest.</p> <p><b>B4: Reading-</b> Students will comprehend the main idea and some supporting ideas of selected authentic written materials.</p> <p><b>B5: Strategies-</b> In addition, students will begin to derive meaning through use of predictions, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.</p>
<p><i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i></p>	<p><b>Content:</b></p> <p><b>Complexity Sophistication-</b> Begins combining and recombining phrases into short string of sentences on familiar topics in oral presentations.</p> <p><b>Vocabulary-</b> Depends on vocabulary presented in class; begins to use some common idiomatic expressions; may resort to native language to communicate unknown words and expressions.</p> <p><b>Spontaneity-</b> Responds with short answers to questions that have been rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's too bad)</p> <p><b>Situation-</b> Meets basic communication needs in a controlled setting.</p>	<p><b>Content:</b></p> <p><b>Complexity Sophistication-</b> Begins combining and recombining phrases into short string of sentences on familiar topics in written presentations.</p> <p><b>Vocabulary-</b> Depends on vocabulary presented in class; may begin to use a dictionary to look up unknown words but will have difficulty selecting the correct translation; begins to use some common idiomatic expressions.</p> <p><b>Situation-</b> Meets basic communication needs in a controlled setting; can meet practical writing needs such as short letters and notes.</p>	<p><b>Content:</b></p> <p><b>Vocabulary-</b> Depends on vocabulary presented in class; may begin to use a dictionary to look up unknown words but will have difficulty selecting the correct translation.</p>
	<p><b>Accuracy:</b></p> <p><b>Time/Tense-</b> Begins to distinguish present, past, and simple future tenses with cues and modeling; can express own ideas in the present tense with some errors.</p> <p><b>Ease-</b> Restates and recombines memorized language with frequent pauses, hesitations, and false starts; many errors may occur as creativity</p>	<p><b>Accuracy:</b></p> <p><b>Time/Tense-</b> Begins to distinguish present, past, and simple future tenses with cues and modeling; can express own ideas in the present tense with some errors.</p> <p><b>Ease-</b> Restates and recombines memorized language; many errors may occur as creativity increases.</p>	<p><b>Accuracy:</b></p> <p><u>Not assessed</u></p>

	<p>increases.</p> <p><b>Pronunciation-</b> Understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p>	<p><b>Spelling/Orthography-</b> Will begin to notice errors in well-learned items and can correct high frequency items.</p>	
	<p><b>Communication Strategies:</b></p> <p><b>Comprehension-</b> Understands general concepts and some supporting ideas of short conversations on familiar topics; relies on visuals, gestures, facial expressions; may need repetition, restatement, and contextual clues in order to understand; uses background experience to help anticipate meaning.</p> <p><b>Comprehensibility-</b> Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p> <p><b>Monitoring-</b> Self-corrects on well-learned items.</p> <p><b>Clarification-</b> Asks for rewording, slowing of speech.</p> <p><b>Impact-</b> Asks follow-up questions.</p>	<p><b>Communication Strategies:</b></p> <p><b>Comprehensibility-</b> Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p> <p><b>Monitoring-</b> Self-corrects on well-learned items.</p> <p><b>Impact-</b> Provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience.</p>	<p><b>Communication Strategies:</b></p> <p><b>Comprehension-</b> Understands general concepts and some supporting ideas on familiar topics; uses background experience to help anticipate meaning.</p>
	<p><b>Cross-Cultural Applications:</b></p> <p><b>Verbal:</b> Begins to recognize and produce linguistic patterns (i.e. placement of adjectives and adverbs, negation) appropriate to the target language.</p>	<p><b>Cross-Cultural Applications:</b></p> <p><b>Verbal-</b> Begins to recognize and produce linguistic patterns (i.e. placement of adjectives and adverbs, negation) appropriate to the target language.</p> <p><b>Awareness-</b> Begins to use knowledge of own culture and the target culture(s) to explain their message.</p>	<p><b>Cross-Cultural Applications:</b></p> <p><b>Verbal-</b> Begins to recognize linguistic patterns (i.e. placement of adjectives and adverbs, negation) appropriate to the target language.</p> <p><b>Awareness-</b> Begins to use knowledge of own culture and the target culture(s) to help interpret written texts.</p>

<p>Links to <b>Culture</b> and the other Wisconsin Standards:  ✓ <b>Connections</b>  ✓ <b>Comparisons</b>  ✓ <b>Communities</b></p> <p><i>Evidence (How these standards are incorporated in the instruction)</i></p>	<p><b>CULTURE</b></p> <p><b>D2: Cultural Activities-</b> Students will experience cultural and social activities common to a student of similar age in the target culture. (Students read emails from Costa Rican teens describing their daily routine and consider the impact of culture, climate and other factors on Costa Ricans’ daily activities.)</p> <p><b>D3: Beliefs and Attitudes-</b> Students will identify some common beliefs and attitudes with the cultures studied and compare them to their own beliefs and attitudes. (From reading the Costa Rican emails, students look at the concept of the importance of punctuality in Costa Rica and the United States.)</p> <p><b>E4: Geography-</b> Students will explain the impact of the target country’s geography on daily life. (Students consider the impact of climate and hours of daylight on daily routine in Costa Rica and other countries.)</p> <p><b>CONNECTIONS</b></p> <p><b>G2: Accessing Resources-</b> Students will access information in the language studied in order to gain greater insight about other cultures and their own. (Students read and discuss an article written in Spanish from the Univision website “¡Chicos, es hora de acostarse y dormir!”)</p> <p><b>COMPARISONS</b></p> <p><b>I1: Cultural Variations-</b> Students will discuss the meaning of perspectives, products and practices in different cultures. (From reading Costa Rican emails, students compare U.S. and Costa Rican daily routines.)</p> <p><b>I2: Comparisons-</b> Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures. (From reading Costa Rican emails, students compare U.S. and Costa Rican daily routines.)</p> <p><b>I3: Characteristics of Culture-</b> Students will understand the concept of culture as they compare other cultures to their own (From reading Costa Rican emails, students compare U.S. and Costa Rican daily routines.)</p> <p><b>COMMUNITIES</b></p> <p><b>J3: Communication-</b> Students will exchange information with people locally and around the world through avenues such as pen pals, e-mail, video, speeches, and publications.</p>
<p><b>Structures and Vocabulary:</b></p> <p><i>What needs to be taught for students to be successful in the performance assessment?</i></p>	<p><b><u>VOCABULARY</u></b> describing daily activities</p> <p><b><u>TIME EXPRESSIONS</u></b> (every day, once a week, at 5:00 pm, in the morning, etc.)</p> <p><b>COMPARISONS:</b> For example, in Costa Rica, the students get up <u>earlier</u> than we do in Monroe, Wisconsin.</p> <p>REACTIONS: Me, too! Really?, etc.</p> <p>QUESTIONS: <u>At</u> what time do you . . . ?</p> <p>DISCUSSION:</p> <ul style="list-style-type: none"> <li>• Getting enough sleep</li> <li>• Jobs</li> </ul> <p>Time management</p> <p><b><u>VERBS:</u></b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Some review of preterit (Yesterday, I . . . )</li> <li>• Reflexive vs. non-reflexive verbs</li> <li>• Common regular/stem changing/irregular verbs that describe daily routine</li> </ul> <p>VERB EXPRESSIONS:  <i>tener que / querer / deber / gustar / necesitar / ir a / “Me gustaría”</i></p> <p><b><u>For testing:</u></b> vocabulary, time expressions, present tense verbs (reflexive / non-reflexive / stem changing, etc.) verb <u>forms</u> and <u>meanings</u></p>