

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

Key Question: Who am I? Who are you?

Theme: Stores/shopping/ restaurant

Topic: African market

Targeted Proficiency Level: **Beginning-Grade 7** Developing Transitioning Refining

Communication Mode:	Interpersonal	Interpersonal Interpretive	Interpersonal Interpretive Presentational
<i>Performance Assessment</i>	Interpretive Presentational Students will role play being a merchant or a client and have to negotiate the price of fruit at the market.	Interpretive Presentational Students will read a new story and answer comprehension questions.	Interpretive Interpretive Presentational Students will present a polished version of a (TPRS) story based on the Bob story. A written version will also be handed in.
Wisconsin Standards: Communication	A1: Conversations- Students will carry on a short conversation about their personal interests, including what they have done, are doing, and are planning to do. A2: Questions- Students will ask and answer questions, including biographical information. A3: Opinions- Students will state personal preferences and feelings. A4: Problem-Solving- Students will express personal needs.	B3: Reading- Students will understand selected written materials on topics of personal interest.	C1: Oral Presentations- Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues.

<i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i>	Content: <ul style="list-style-type: none"> • Complexity/Sophistication • Spontaneity [Functions: Able to use memorized questions, answers, vocabulary to respond appropriately to partner's requests, refusals, suggestions]	Content: <u>Not assessed</u>	Content: <ul style="list-style-type: none"> • Complexity/Sophistication • Vocabulary • Situation [Functions: Can retell the story using memorized structures, vocabulary and learned gestures]
	Accuracy: <ul style="list-style-type: none"> • Ease • Pronunciation [Functions: Expresses memorized phrases, imitates pronunciation, and intonation]	Accuracy: Can answer most questions correctly [Functions: Use context clues for comprehension]	Accuracy: <ul style="list-style-type: none"> • Ease • Pronunciation [Functions: Can tell a story with necessary structures]
	Communication Strategies: <ul style="list-style-type: none"> • Impact [Functions: Responds spontaneously to high frequency cues, memorized questions, and comments that have been practiced in class]	Communication Strategies: <ul style="list-style-type: none"> • Comprehension [Functions: Comprehends short simple narration with a familiar context and is able to predict meanings of a few unknown words from context]	Communication Strategies: <ul style="list-style-type: none"> • Comprehensibility [Functions: Tell a story, describe events]
	Cross-Cultural Applications: <ul style="list-style-type: none"> • Verbal • Non-verbal [Functions: Imitates appropriate patterns of behavior, such as haggling over the price in an African fruit market]	Cross-Cultural Applications: <ul style="list-style-type: none"> • Awareness [Functions: Students can identify reasons for different patterns of interaction]	Cross-Cultural Applications: <ul style="list-style-type: none"> • Verbal • Non-verbal [Functions: Students imitate appropriate patterns of behavior, such as greetings, gestures, typical patterns of interaction in a market]

<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>Culture: D1: Patterns of Interaction- Students will observe and imitate appropriate patterns of behavior used in everyday situations in the cultures studied (formal greetings between merchant and client, daily trips to market for freshness) E1: Objects & Symbols- Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures (food specific to Rwanda) E4: Geography- Students will identify countries, regions and geographic features where the target language is spoken</p> <p>Connections: F1: Speaking & Writing- Students will use topics and skills from other school subjects to discuss and/or write in the language studied (social studies: colonization of Africa)</p> <p>Comparisons: I2: Comparisons- Students will compare the form, meaning, and importance of certain perspectives, products, and practices (discussions about markets, daily shopping routines, various dishes of Africa) I3: Characteristics of Culture- Students will understand the concept of culture as they compare other cultures to their own (guest speaker-parent who has traveled to Africa or a native of Africa who is studying at UW-RF)</p> <p>Communities: J3: Communication- Students will exchange information with people locally and from around the world through avenues such as pen pals, e-mail, video, speeches, and publications (guest speaker)</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>Fruit vocabulary: le garde, les ananas, les bananes, les fruits de passiflore Expressions used in conversation (fillers, please/thank you) embrasse, excusez-moi, pardon Review of numbers by 100s to 2000 Review of previous vocabulary from earlier Bob stories, vocabulary specific to current Bob story (mais, paie, prend, prend une photo, s'en va, tombe, touche, va, danse, dit, glisse, a faim, aime (n'aime pas) approche, au marché, c'est interdit, criminel, voici, voit (ne voit pas)</p>