

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

Key Question: Who am I? Theme: I Live in Wisconsin Topic: Let Me Introduce Myself/My State/My Country

Targeted Proficiency Level: **Beginning –Grade 4** Developing Transitioning Refining

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| Communication Mode: | Interpersonal Interpretive Presentational | Interpersonal Interpretive Presentational | Interpersonal Interpretive Presentational |
| <i>Performance Assessment</i> | Students give and exchange information about themselves, as well as information about the state/region they live in. | From written words, the student begins to recognize state/country/continent names in Katakana, and uses correct pronunciation for the each word using the Japanese pronunciation for borrowed words. | Students illustrate a map of a state and present information about the state's prominent geographical features as well as the products that state is known for and its location within the United States. |
| Wisconsin Standards: Communication | A2: Questions- Students will ask and answer a variety of questions that require follow-up questions and responses for more information. | B1: Listening- Students will understand spoken language on familiar topics that has strong visual support. B5: Strategies- Students will use previous classroom experience with the language to understand its spoken and written forms. | C1: Oral presentations- Students will dramatize student-created and/or authentic songs, short poems, skits, dialogues or simple factual information in a report. |
| <i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i> | Content: Spontaneity Responds automatically to high frequency cues (i.e., hello, how are you; what's your name); can ask memorized questions (i.e., what's your name, how are you?). | Content: Vocabulary Uses a limited number of memorized words and phrases; relies on native language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary. | Content: Complexity/Sophistication Relies primarily on memorized phrases and short sentences on very familiar topics in both oral and written presentations. Vocabulary Uses a limited number of memorized words and phrases; relies on native language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary. |

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| | Accuracy: Ease Expresses memorized phrases with ease and with few errors; may show evidence of false starts and pauses as topics expand beyond memorized dialogues. | Accuracy: Spelling/Orthography Can copy with accuracy memorized language; will not notice errors. | Accuracy: Ease Expresses memorized phrases with ease and with few errors; may show evidence of false starts and pauses as topics expand beyond memorized dialogues. |
| | Communication Strategies: Monitoring May self-correct on high frequency items. | Communication Strategies: <u>Not assessed</u> | Communication Strategies: Impact Focuses on successful task completion; uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose. |
| | Cross-Cultural Applications: Verbal Imitates appropriate linguistic patterns (i.e., register, formal vs. informal address, intonation) when modeled by the teacher. | Cross-Cultural Applications: <u>Not assessed</u> | Cross-Cultural Applications: <u>Not assessed</u> |
| Links to Culture and the other Wisconsin Standards: ✓ Connections ✓ Comparisons ✓ Communities <i>Evidence (How these standards are incorporated in the instruction)</i> | <p>D1: Patterns of interaction- Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied.</p> <p>F1: Speaking and writing- Students will use topics and skills from other school subjects to discuss and/or write in the language studied.</p> <p>F2: Reading and listening- Students will read material, listen to and/or watch programs in the language studied on topics from other classes.</p> <p>H1: Structures- Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.</p> <p>H3: Translation- Students will identify words and expressions that have no equivalent in another language.</p> <p>H5: Phonetics- Students will compare the sound-symbol association of English to that of the language studied.</p> <p>J3: Communication- Students will exchange information with people locally and around the world through avenues such as pen-pals, e-mail, videos, speeches, and publications.</p> | | |

Structures and Vocabulary:

What needs to be taught for students to be successful in the performance assessment

自己紹介 (self Introduction): Name, age, year in school, where you live, like/dislike

おなまえは？

何さい？

何年生？

どこに住んでいる？

何が好き？好きじゃない？

WI/State Products (Vocabulary will vary)

For Example

- Geographical features 山、森、川、湖
- Animals うし、さかな、ぶた、 くま
- Vegetation/crops りんご、とうもろこし、やさい

～は～です。

(It is...../I am.....This is a.....)

～がいる・ある

(There are/There is)

～にある (i.e. 北・南、北西)

(It is in...../They are in.....)