

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

Key Question: Who am I?		Theme: My Life/Your Life		Topic: What I like to Eat	
Targeted Proficiency Level:		Beginning-Grade 4	Developing	Transitioning	Refining
Communication Mode:	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational		
	<i>Performance Assessment</i> The students ask and answer simple questions about their preferences, likes and dislikes of foods for certain meals of the days.	Students will be able to understand the differences in meal choices of people in North America, Central America and South America through a short listening activity.	Students will give a short presentation about their preferences (likes and dislikes) of certain foods at different types of meals and compare it to the preference of certain types of foods by other people in a Spanish speaking country of Central or South America.		
Wisconsin Standards: Communication	A2: Questions- Students will ask and answer questions, including biographical information. A3: Opinions- Students will state personal preferences and feelings.	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.	C2: Speeches- Students will write and present a short narrative about themselves.		
<i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i>	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	Content: <u>Not assessed</u>	Content: <u>Not assessed</u>		

	language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary.		
	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: <u>Not assessed</u>	Accuracy: <u>Not assessed</u>
	Communication Strategies: Monitoring- May self-correct on high-frequency items.	Communication Strategies: Comprehension- Understands short, simple conversations and narration with highly predictable and familiar contexts; relies heavily on visuals, gestures, facial expressions in order to understand; generally needs repetition, restatement, and contextual clues in order to understand, relies heavily on background information.	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: <u>Not assessed</u>	Cross-Cultural Applications: Awareness- Understands a story line or event when it reflects a cultural background similar to their own, begins to associate symbols, famous people, places, songs, etc with a certain Culture.	Cross-Cultural Applications: <u>Not assessed</u>

<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>D3: Beliefs and Attitudes- Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.</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>G2: Accessing Resources- Students will access information in the language studied in order to gain greater insight about other cultures and/or their own.</p> <p>H1: Structures- Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.</p> <p>I2: Comparisons- Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.</p> <p>K3: Understanding- Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art.</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><u>Basic Questions (use of ser)</u></p> <p>¿Qué continente es este? ¿Qué país es este? ¿Qué grupo de los alimentos es? ¿Cuales son los alimentos en el grupo de los granos, carne, productos lácteos, etc.?</p> <p>Yo como El/ella come Ela/Ellas comen</p> <p><u>Vocabulary (in general):</u></p> <p>America del Norte America Central Norte América Costa Rica</p> <p><u>el grupo</u></p> <p>los granos las proteínas los vegetales las vitaminas las frutas la energía</p> <p><u>la comida</u></p> <p>el pan el cereal los huevos la manteca los frijoles negros las cebollas el apio</p>