

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

Key Question: How do I look at the world? How do you look at the world? Theme: Current Events Topic: Hispanics in the United States

Targeted Proficiency Level: **Beginning**      **Developing**      **Transitioning-Grade 12**      **Refining**

Communication Mode:	Interpersonal <b>Interpretive</b> Presentational	Interpersonal Interpretive <b>Presentational</b>	<b>Interpersonal</b> Interpretive Presentational
<i>Performance Assessment</i>	Students research an issue related to U.S. Hispanics using Spanish-language magazines, and internet news articles in Spanish. They may also interview Spanish-speaking community members.	Students create a PowerPoint presentation which incorporates material from all sources, including graphic representation of data. The slides have a written outline of material presented; further explanation is required at time of presentation.	Students develop meaningful and thought-provoking questions to lead a class discussion of the issue. Presenters and observers participate in the discussion, circumlocuting, paraphrasing and clarifying when appropriate.
Wisconsin Standards: <b>Communication</b>	<b>B4: Reading-</b> Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials <b>B5: Strategies-</b> In addition students will use the dictionary to look up words that cannot be deciphered via previously learned strategies	<b>C1: Oral Presentations-</b> Students will present student-created works and excerpts of authentic literature <b>C2: Speeches-</b> Students will write and deliver a short speech of personal interest	<b>A1: Conversations-</b> Students will discuss and defend an opinion on selected topics from the local to the international level <b>A2: Questions-</b> Students will ask and answer a variety of questions that require follow-up questions and responses for more information <b>A3: Opinions-</b> Students will defend personal preferences, feelings, and opinions with more complete explanation <b>A5: Comprehension-</b> Students will ask for clarification and suggest alternative words to ensure understanding

<p><i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i></p>	<p><b>Content:</b> N/A</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Complexity/Sophistication</li> </ul> <p>Expresses own thoughts to describe and narrate using strings of sentences.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p>Uses vocabulary from a variety of topics; circumlocutes.</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Spontaneity</li> </ul> <p>Responds to unrehearsed comments, questions; asks a variety of questions and uses some expressive reactions and questions to elicit more information.</p>
	<p><b>Accuracy:</b> N/A</p>	<p><b>Accuracy:</b></p> <ul style="list-style-type: none"> <li>• Time/Tense</li> </ul> <p>Can use present and past time, although some errors may be present.</p> <ul style="list-style-type: none"> <li>• Pronunciation</li> </ul> <p>Converses with an accent that is understandable to a sympathetic listener.</p>	<p><b>Accuracy:</b></p> <ul style="list-style-type: none"> <li>• Ease</li> </ul> <p>Presents thoughts and ideas with some pauses and hesitations; errors do not interfere with communication.</p>
	<p><b>Communication Strategies:</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p>Understands the main idea and some supporting ideas of conversations and narrations.</p>	<p><b>Communication Strategies:</b></p> <ul style="list-style-type: none"> <li>• Impact</li> </ul> <p>Personalizes to engage audience; able to provide comparisons and /or contrasts to reinforce message</p>	<p><b>Communication Strategies:</b></p> <ul style="list-style-type: none"> <li>• Clarification</li> </ul> <p>May use paraphrasing, question-asking, circumlocution.</p>
	<p><b>Cross-Cultural Applications:</b></p> <ul style="list-style-type: none"> <li>• Awareness</li> </ul> <p>Recognizes differences and similarities in the perspectives of the target culture and their own as they are expressed in written texts</p>	<p><b>Cross-Cultural Applications:</b></p> <ul style="list-style-type: none"> <li>• Verbal</li> </ul> <p>Recognizes and produces linguistic patterns appropriate to the target language</p> <ul style="list-style-type: none"> <li>• Awareness</li> </ul> <p>Recognizes differences and similarities in the perspectives of the target culture and their own as they are expressed in oral texts.</p>	<p><b>Cross-Cultural Applications:</b></p> <ul style="list-style-type: none"> <li>• Awareness</li> </ul> <p>Recognizes differences and similarities in the perspectives of the target culture and their own as they are expressed in oral texts</p>

<p>Links to <b>Culture</b> and the other Wisconsin Standards:  ✓ <i>Connections</i>  ✓ <i>Comparisons</i>  ✓ <i>Communities</i></p> <p><i>Evidence (How these standards are incorporated in the instruction)</i></p>	<p><b>D3: Beliefs &amp; Attitudes:</b> Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community, and nation</p> <p><b>E3: Mutual Influences:</b> Students will discuss how historical and contemporary influences from other cultures shape people’s view of the world and their own attitudes towards issues facing the world</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 / or their own</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>Present tense verbs  Past tense verbs (preterit, imperfect, present perfect)  Thematic vocabulary  Conversation expressions of agreement and disagreement</p>