

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

Key Question: What happened?

Theme: House

Topic: Telling a story in the past

Targeted Proficiency Level: **Beginning** **Developing-Grades 11 & 12** **Transitioning** **Refining**

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|--|--|---|---------------|----------|
| Communication Mode: | Interpersonal Interpretive Presentational | Interpersonal Interpretive Presentational | | |
| <i>Performance Assessment</i> | Write a story that takes place in the past. The location is in their house. Students will use their script to create a PhotoStory using Microsoft's PhotoStory 3 program. Students will embellish their stories by including music and photos. Students will read their script onto the Photo Story. | Listen to the other students presentations and discuss what took place in the stories. | | |
| Wisconsin Standards: Communication | C4: Recounting Events- Students will tell a story incorporating some description and detail. | B1: Listening- Students will understand spoken language that incorporates familiar vocabulary and structures. B5: Strategies- Students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order. | | |
| <i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i> | Content: Vocabulary- Depends on vocabulary presented in class; may begin to use a dictionary to look up known words but will have difficulty selecting the correct translations; begins to use some common idiomatic expressions; may resort to native language to communicate unknown words and expressions. | Content: <u>Not assessed</u> | | |

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| | <p>Accuracy: Time/Tense- 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>Spelling/Orthography- Will begin to notice errors in well-learned items and can correct high frequency items.</p> | <p>Accuracy: <u>Not assessed</u></p> | |
| | <p>Communication Strategies: Monitoring- Self-corrects on well-learned items.</p> | <p>Communication Strategies: Comprehensibility- Understood by a sympathetic native speaker, though this may require special efforts by native speaker at all times.</p> | |
| | <p>Cross-Cultural Applications: Verbal- Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language</p> | <p>Cross-Cultural Applications: <u>Not assessed</u></p> | |
| <p>Links to Culture 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>K1: Media- Students will use various media in the language studied for study, work, or pleasure.</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>Structures</u> Passé Composé Imparfait Adjectives Accord</p> <p><u>Vocabulary</u> House Story sequence key words</p> | | |