

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

Key Question: What is my life like? / What is your life like?

Theme: Travel

Topic: Vacationing

Targeted Proficiency Level: **Beginning** **Developing-Grade 11** **Transitioning** **Refining**

Communication Mode:	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational
<i>Performance Assessment</i>	Discuss plans for travel including scheduling, activities, preparations including rational for or against travel to certain destinations.	Read a vacation brochure / website to identify itinerary details which may include travel to destination, weather related activities, hotel and restaurant information.	Research a travel destination in Japan and use the information to plan a vacation package including itinerary, suggested activities and travel tips based on weather for your selected dates and prepare a video and brochure to advertise this vacation package. Presents commercial to the class to “sell” the vacation package.
Wisconsin Standards: Communication	A1: Conversations- Students will sustain a conversation including descriptions on selected topics about themselves and their state or country A2: Questions- Students will ask and answer a variety of questions, giving reasons for their answers A5: Comprehension- Students will ask for simplification and clarification	B3: Reading- Students will understand selected written materials on topics of personal interest B5: Strategies- In addition, students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order	C1: Oral Presentations- Students will present student-created and/or authentic short plays, stories, skits, poems, and songs
<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 unknown words but will have difficulty selecting the correct translation; begins to use some common idiomatic expressions; may resort to native language to	Content: Vocabulary- Depends on vocabulary presented in class: may begin to use a dictionary to look up unknown words but will have difficulty selecting the correct translation; begins to use some common idiomatic expressions; may resort to native language to	Content: Complexity / Sophistication- Begins combining and recombining phrases into short strings of sentences on familiar topics in both oral and written presentations Spontaneity- Responds with short answers to questions that have been

	<p>communicate unknown words and expressions.</p> <p>Spontaneity- Responds with short answers to questions that have been rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's great, that's too bad).</p>	<p>communicate unknown words and expressions.</p>	<p>rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's great, that's too bad).</p>
	<p>Accuracy:</p> <p>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>Ease- Restates and recombines memorized language with frequent pauses, hesitations, and false starts; many errors may occur as creativity increases.</p> <p>Pronunciation- May pronounce words in a new context or words being read for the first time; understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p>	<p>Accuracy:</p> <p><u>Not assessed</u></p>	<p>Accuracy:</p> <p>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>Ease- Restates and recombines memorized language with frequent pauses, hesitations, and false starts; many errors may occur as creativity increases.</p> <p>Pronunciation- May pronounce words in a new context or words being read for the first time; understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p>
	<p>Communication Strategies:</p> <p>Comprehensibility- Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p> <p>Monitoring-Developing: Self-corrects on well-learned items.</p>	<p>Communication Strategies:</p> <p>Comprehension- Understands general concepts and some supporting ideas of short conversations and narration on familiar topics; relies on visuals, gestures, facial expressions; may need repetition, restatement, and contextual clues to understand; uses background experiences to help anticipate meaning.</p>	<p>Communication Strategies:</p> <p>Comprehensibility- Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times.</p> <p>Monitoring-Developing: Self-corrects on well-learned items.</p>
	<p>Cross-Cultural Applications:</p> <p>Verbal- Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language.</p> <p>Non-verbal-Developing: Begins to use</p>	<p>Cross-Cultural Applications:</p> <p>Awareness- Begins to use knowledge of own culture and the target culture(s) to help interpret oral and written texts.</p>	<p>Cross-Cultural Applications:</p> <p>Verbal- Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language.</p> <p>Non-verbal- Begins to use culturally correct behaviors outside the memorized content</p>

	culturally correct behaviors outside the memorized content		
<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>Culture</p> <p>D2: Cultural activities- Students will experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes)</p> <p>E4: Geography- Students will explain the impact of the target country's geography on daily life</p> <ul style="list-style-type: none"> • Train travel—新幹線 • Schedules • お土産 • Types of lodging—ホテル；民宿；旅館 • みどりの窓 	<p>Connections</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> <ul style="list-style-type: none"> • Students will be using map skills <p>F2: Reading and Listening- Students will read material, listen to and/or watch programs in the language studies on topics from other classes</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> <ul style="list-style-type: none"> • Students will use various authentic internet sources 	
	<p>Comparisons</p> <p>H2: Idioms- Students will identify expressions that cannot be translated word for word in order to derive meaning</p> <ul style="list-style-type: none"> • ...に乗る；。。。をおる • Male / Female speech patterns 	<p>Communities</p> <p>K1: Media- Students will use various media in the language studied for study, work, or pleasure</p> <ul style="list-style-type: none"> • Students will access maps, websites, videos to study travel 	
<p>Structures and Vocabulary:</p> <p><i>What needs to be taught for students to be successful in the performance assessment</i></p>	<p>General review : weather, seasons, leisure activities</p> <p>Volitionalと思う</p> <p>Volitionalと思っている</p> <p>——かしら・かな</p> <p>——つもりです。</p> <p>——予定です。</p> <p>——までに</p> <p>——と思う</p> <p>——前に・後に・後で。。</p> <p>。。と知っている・知りません</p> <p>予約する</p> <p>。。と言う</p> <p>さがす</p> <p>わすれる</p> <p>おぼえる</p> <p>こたえる</p> <p>観光する</p> <p>海外旅行</p>		