

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

Key Question: What is my life like?

Theme: Travel/Transportation

Topic: My Favorite Vacation

Targeted Proficiency Level:

Beginning

Developing –Grade 8

Transitioning

Refining

Communication Mode:	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational
<i>Performance Assessment</i>	Students will be able to ask and answer questions about their favorite vacation.	Students will be able to provide the main ideas and specific details from an authentic passage discussing a vacation.	Students will give a presentation on a favorite vacations, incorporating technology to show pictures and places visited, etc.
Wisconsin Standards: Communication	A2: Questions- Students will ask and answer a variety of questions, giving reasons for their answers. A3: Opinions- Students will state personal preferences and feelings with some explanation.	B2: Listening- Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos. B4: Reading- Students will comprehend the main idea and some supporting ideas of selected authentic written materials.	C4: Recounting events- Students will tell a story incorporating some description and detail.
<i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i>	Content: Complexity/Sophistication Begins combining and recombining phrases into short strings of sentences on familiar topics in both oral and written presentations. Situation- Meets basic communication needs in a controlled setting; can meet practical writing needs such as short letters and notes.	Content: <u>Not assessed</u>	Content: Complexity/Sophistication Begins combining and recombining phrases into short strings of sentences on familiar topics in both oral and written presentations.

	Accuracy: <u>Not assessed</u>	Accuracy: <u>Not assessed</u>	Accuracy: <u>Not assessed</u>
	Communication Strategies: Impact- Asks follow-up questions; provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Communication Strategies: 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 in order to understand; uses background experience to help anticipate meaning.	Communication Strategies: Impact- Asks follow-up questions; provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience.
	Cross-Cultural Applications: <u>Not assessed</u>	Cross-Cultural Applications: Verbal- Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language. Awareness- Begins to use knowledge of their own culture and the target culture(s) to help interpret oral and written texts.	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>	D3: Beliefs and Attitudes- Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes. F1: Speaking and Writing- Students will use topics and skills from other school subjects to discuss and/or write in the language studied. G1: Popular Media- Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures. H1: Structures- Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning. I2: Comparisons- Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.		

Structures and Vocabulary:

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

Vocabulary

Weather
Travel
Vacation Activities
Travel necessities

Grammar Focus

Conversational Past Tense
Accusative and dative adjective endings
Two-way prepositions