

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

Key Question: Who am I? Theme: My Day/My Life Topic: My Daily Routine

Targeted Proficiency Level: **Beginning –Grade 2** Developing Transitioning Refining

Communication Mode:	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational
<i>Performance Assessment</i>	Students will carry on a simple conversation by telling their peers about what they do in a typical day and ask their friends if they do the same activities.	Students will complete a sentence in Japanese by using their knowledge of basic written sentence patterns and visual clues in the Japanese to describe their daily routines and that of a second grade student in Japan.	Students will describe their daily routine and complete a book about their own daily activities and share this book with their family and friends.
Wisconsin Standards: Communication	A1: Conversations- Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.	B1: Listening- Students will understand spoken language on familiar topics that has strong visual support. B3: Reading- Students will understand written materials on familiar topics that have 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. C4: Recounting Events- Students will tell a simple story.
<i>Target Performance (Key elements from the Performance Guidelines to consider in rubric development)</i>	Content: Vocabulary Uses a limited number of memorized words and phrases; relies on native language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary.	Content: Complexity/Sophistication Relies primarily on memorized phrases and short sentences on very familiar topics in both oral and written presentations.	Content: Situation Accomplishes a task directed by the teacher; can meet limited writing needs such as a short message or note. Vocabulary Uses a limited number of memorized words and phrases; relies on native

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	<p>Accuracy: Time/Tense Can imitate any tense modeled and memorized.</p>	<p>Accuracy: Spelling/Orthography Can copy with accuracy memorized language; will not notice errors. Time/Tense Can imitate any tense modeled and memorized.</p>	<p>Accuracy: Spelling/Orthography Can copy with accuracy memorized language; will not notice errors.</p>
	<p>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. Impact: Focuses on successful task completion; uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.</p>	<p>Communication Strategies: <u>Not assessed</u></p>	<p>Communication Strategies: Impact Focuses on successful task completion; uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.</p>
	<p>Cross-Cultural Applications: <u>Not assessed</u></p>	<p>Cross-Cultural Applications: <u>Not assessed</u></p>	<p>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.</p>

<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>D1: Patterns of Interaction- Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied.</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>E1: Objects and Symbols- Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures.</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>H4: Cultural characteristics- Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.</p> <p>H5: Phonetics- Students will compare the sound-symbol association of English to that of the language studied.</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>自己紹介-self introduction</p> <p>Name, age, year in school, likesおなまえは？ 何才？ 何年生？ 好きな物</p> <p>～は～です。 (I am.../It is.../They are....) Vています (I am.....~ing) ～をVています (I am/he is/ she is~ing a.....) ～にVています (I am/he is/ she is.....~ing to....)</p>

単語-Vocabulary

i.e.

食べ物・飲み物

(food/drink)

学校

(school)

家 (home)

スポーツ・ゲーム

(sports, games)

しゅみ

(hobbies)

***Note: Vocabulary will vary depending on the interests of the students.**