

School District of Holmen

World Language

2013-14



*“If you talk to a man in a language he understands,
that goes to his head. If you talk to him in his own language,
that goes to his heart.”*

–Nelson Mandela

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Executive Summary

*T*he World Language educators have worked to develop a curriculum that provides a framework for World Language education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

*T*he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services



District Information



Approved 10/28/13

SCHOOL BOARD ADMINISTRATIVE RULE

School District of Holmen

Holmen, WI 54636

FILE: 110

FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation:

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

Administrative Rule Provisions:

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizens' voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration, and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes and are based on research based best practices.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of all people, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref: Administrative Goals, 210
 Equal Education & Employment Opportunity, 411

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ▶ **Ensuring that all students learn at high levels.**
- ▶ **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ **Achieving a deeply held partnership with the entire community**
- ▶ **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Student Learning: The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Fiscal Sustainability: The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

Performance Excellence: The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

Communication: The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2013-14

SCHOOL BOARD OF EDUCATION MEMBERS (as of 2/2014)

Cheryl Hancock – President
Anita Jagodzinski – Vice President
Kate Mayer – Clerk
Gary Dunlap – Treasurer
Liza Collins
Joe Gittens
Tim Medinger
Cullin Trivett, Student Representative



ADMINISTRATION

Dr. Dale Carlson, District Administrator
Wendy Savaske, Director of Instructional Services
Julie Krackow, Director of Pupil Services
Jay Clark, Associate District Administrator
Joanne Stephens, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Brian Oberweiser, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Bob Baer, High School Principal
Darcy Lindquist, High School Associate Principal
Nick Weber, High School Associate Principal
Sue Eitland, EC/4K Associate Principal
Mark Englerth, Activities / Athletic Director

School District of Holmen

Board of Education Action Regarding

State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended.
Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Department Vision Statement

We are committed to educating students who are linguistically prepared and culturally aware in order to communicate successfully in a global society.

Mission Statement

In order to achieve our vision, our department will follow the national standards for world language learning:

COMMUNICATION: Communicate in Languages Other Than English

CULTURES: Gain Knowledge and Understanding of Other Cultures

CONNECTIONS: Connect with Other Disciplines and Acquire Information

COMPARISONS: Develop Insight into the Nature of Language and Culture

COMMUNITIES: Participate in Multilingual Communities at Home and Around the World

School District of Holmen *World Language Staff*

Carrie Bergum – High School	Spanish
Nicole Foley – High School.....	French
Justine Horvath – Middle School	French
Chris Krueger – High School	Spanish
Myriam Larson – Middle School	Spanish
Jennifer Olivares – High School	Spanish
Svetlana Ott – High School.....	French

Administrator & Instructional Services Liaison:

Wendy Savaske..... Instruction Services Director

Bob Baer.....Administrator to CTE

Nick Weber Associate Principal & PLC Administrator

Timeline for World Language Curriculum Writing

<i>Time Period</i>	<i>Action/Event</i>
September 2011	Meeting with World Language department members to explain self-study process and acclimate to new template
October – December 2011	World Language department members met to discuss possible data gathering methods for self-study
February 2012	Survey taken by staff, students, parents, administration via Parent Teacher Conferences, email blast, and homeroom
March 2012	External evaluator visit – Kathy Hawkins, retired French teacher – met with parents, students, staff, and administrators
October 2012	Site visits by World Language Department members to Stevens Point, Wisconsin Rapids, La Crosse Logan Middle School, and Onalaska Middle School
October 2012 – April 2013	Analyzed and organized data into self-study document
April 2013	World Language department presented curriculum self-study to Curriculum Council
May 2013	Wendy Savaske presented the curriculum self-study to the School Board for approval
May 2013 – March 2014	Curriculum document writing completed and submitted to Wendy Savaske and Brenda Peterson for final critiques
May 2014	Present final curriculum document to Curriculum Council
May 2014	Present final curriculum document to School Board

World Language Staff Recommendations Overall Planning for Improvement

From the results of external evaluations, survey results, site visits, and advisory committee meeting, the world language staff has identified the following recommendations:

STRATEGIC INITIATIVE 1 - STUDENT ACHIEVEMENT & LEARNING		
Recommendations	<ol style="list-style-type: none"> 1. Implement a consistent scope and sequence that completes a 6-16 World Language Program. 2. Offer a dual-credit 201 level course at the High School 3. Offer an advanced course for High School levels 2-4. 4. Require a minimum of 2 years WL study for students to graduate. 5. Offer both skinny and block courses for students. 	
Timeline for Implementation	<ol style="list-style-type: none"> 1. 2013-2014 Middle School provides a consistent schedule to equal level 1 that articulates into the high school. 2. 2012-2013 High School approves a dual-credit 201 level course. 2013-2014 High School offer a dual-credit 201 level course 3. 2012-2013 High School proposes offering an advanced level 2. 2013-2014 High School offers an advanced level 2 and proposes offering an advanced level 3. 2014-2013 High School offers an advanced level 3 and proposes offering an advanced level 4. 4. 2012-2013 Department meets with administration to see about requiring World Language credits Department creates strategy implementation document 2013-2014 Department proposes to require 2-3 World Language credits to graduate (this may require increasing graduation credits). 5. 2013-2014 Department continues to search for means of offering skinny and block World Language courses. If possible, both skinny and block courses will be offered. 	

Shared Involvement for Implementation	District World Language Teachers High School and Middle School Administration UW-L Continuing Education Coordinator UW-L Modern Language Staff District Curriculum Coordinator Curriculum Council
Action Taken To Date	<ol style="list-style-type: none"> 1. Ongoing discussion with High School & Middle School administration (with regard to scope and sequence) Middle School to High School Articulation Proposal by the World Language District Committee 2. Ongoing discussion between High School and University Faculty to offer dual-credit. 3. Ongoing discussion with High School Administration about offering an advanced track. 4. Collecting data and ongoing discussion with stake holders about requiring World Language to graduate. 5. Ongoing discussion with High School Administration about offering skinny and block courses.

STRATEGIC INITIATIVE 2 - COMMUNICATION & PARENT AND COMMUNITY INVOLVEMENT		
Recommendations	<ol style="list-style-type: none"> 1. Educate our parents and community members about the importance of the World Language. 2. Make connections with local businesses to advise World Language learners in regards to post-secondary career-readiness. 3. Create testimonials on personal experience in regards to World Languages. 	
Timeline for Implementation	<ol style="list-style-type: none"> 1. 2012-2013 Parent education (newsletter) 2. 2013 -> Making business connections to promote the value/importance of taking World Languages (i.e. Speakers, Video Promotion, etc.) 3. 2013 -> Collect previous student testimonials (i.e. Speakers, website video, etc.) 	

Shared Involvement for Implementation	District World Language Staff District Curriculum Coordinator Former World Language Students Local Business Owners & Employees Middle & High School Administration
Action Taken To Date	Changes to our newsletter World Language Department discussion notes and meeting minutes Brainstorming on how to involve parents and local business members

STRATEGIC INITIATIVE 3 - STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES

Recommendations	All World Language Staff provided financial support to attend the State of Wisconsin World Language Annual Professional Development Conference (WAFLT) Middle School guarantees an opportunity for students to complete level 1 World Language curriculum through middle school courses.
Timeline for Implementation	2013 Provide additional financial support at the Middle School level. Continued financial support at the High School
Shared Involvement for implementation	District World Language Teachers Middle & High School Administration District Curriculum Coordinator
Action Taken To Date	High School has continued to attend WAFLT backed on financial support.

STRATEGIC INITIATIVE 4: PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)

Recommendations	1. Purchase of document cameras for each classroom 2. Purchase of suitable headsets with microphones
Timeline for Implementation	2014-2015 Purchased with curriculum money
Shared Involvement for Implementation	District World Language Teachers Middle & High School Administration District Curriculum Coordinator
Action Taken To Date	

Middle School Curriculum

MIDDLE SCHOOL WORLD LANGUAGE

The world language Curriculum is designed with an exploratory class in 6th grade and 3 more levels for 7th and 8th grade. These levels are designed to help students obtain and expand the essential skills in listening, writing, reading and speaking of the French and Spanish languages.

Students will also gain knowledge and understanding of the cultures, connect with other disciplines and expand knowledge of the French and Spanish world.

Students will have the opportunity to learn about...

- French and Spanish Culture
- The relationship between the practices and perspective of the culture and people to speak these languages
- House to use French/Spanish to participate in Communities at Home and around the World
- Value and opportunities of Speaking World languages in the professional world

They will be provided with experiences to help them develop...

- Language skills in writing, reading, speaking and listening through a variety of topics
- The basic steps and study habits necessary to learn the world language
- Vocabulary and grammar skills
- Understanding the nature of language through comparisons of the language study and their own
- Insight through French/Spanish into the nature of Language and culture

This document is a framework for our students as 21st century learners.



*Holmen Middle School
World Language
Current Program Description*

Middle School French

Grade 6 Exploratory French

Students are introduced to the basics of the French language, such as greetings, days of the week, colors, numbers, alphabet, and more. In exploratory French we focus on learning how to learn a language and how much fun it can be. We also focus on exploring and respecting Francophone culture.

Grade 7 French I -- this is an elective class

Prerequisite: Exploratory French

This is an elective course that will meet every other day for one semester. Students will continue their study of French, and they focus on basic communication methods such as telling what they like, telling what they do, and describing themselves and their families. Students will also explore cultural diversity and the unique aspects of Francophone culture through projects and the use of technology.

Grade 8 French II-- this is an elective class

Prerequisite: 7th grade French I

This is an elective course that meets every other day for one semester. Students will continue their acquisition of the French language through listening, reading, speaking, and writing activities. They will explore French daily life and culture through a variety of activities such as cooking, communicating with pen pals, projects, skits and conversation. This course is strongly recommended for those students who wish to continue with foreign language in high school. It is encouraged that students take both French II and French III in 8th grade. Students who do will take a placement test to skip French 1 and start in French 2 in high school.

Grade 8 French III -- this is an elective class

Prerequisite: 8th Grade French II

This is an elective course that meets every other day for the second semester of the school year. It will continue immediately where French II left off by exploring French daily life and culture. By the end of this course, students who have earned an A or B will have the opportunity to take a placement test which will allow them to begin French 2 in high school as freshmen in high school.

Middle School Spanish

Grade 6 Exploratory Spanish

Students will learn expressions used in basic Spanish conversation. They will also learn vocabulary related to the calendar, weather, numbers, colors, the Spanish alphabet and to express things they like and like to do. We will also talk about some of the Spanish speaking countries in the world. A variety of teaching methods will be used in every course in order to reach every student's skills.

This class will meet for 7 weeks daily.

Grade 7 Spanish I -- this is an elective class

Prerequisite: Exploratory Spanish

This class will meet for one semester every other day. This is a continuation of grade 6. Conversations will be more detailed and interesting to students. More vocabulary and language structure will be acquired in this course. Students will make projects, prepare and present skits and sing songs in Spanish among other activities.

Grade 8 Spanish II -- this is an elective class

Prerequisite: Spanish I

This class is recommended for students who want to continue studying Spanish in High School. This class will meet for one semester every other day. This is a continuation of Spanish II. Students will continue their acquisition of the Spanish language in all areas: written, oral, listening and reading.

Spanish III -- this is an elective class

Prerequisite: Spanish II

This is a one semester class that meets every other day. Students who complete this course successfully will be able to take an advanced placement test. Students will have the possibility to test out of Spanish I in high school if they obtain the set score. (86%)

The Spanish culture will be explored in every course. Respect towards cultural diversity will always be emphasized in every class.

COURSE NAME: FRENCH EXPLORATORY 6TH GRADE

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French 6th Grade</i>	<i>Unit: Explore France and the distinctive French- Speaking cultures</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS: (<i>World Language State Standards and ELA CCSS</i>)</p> <p>Wisconsin States Performance Standards</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p> <p>3.2 Target Culture</p> <p>COMPARISONS</p> <p>4.1 Language</p> <p>4.2 Culture</p> <p>COMMUNITIES</p> <p>5.1 Beyond the School</p> <p>Wisconsin State Standards</p> <p>A.1 A. 2 A. 3 A. 4 A.5 (B)</p> <p>B1. B.2 B. 3 B. 4 B. 5 (B)</p> <p>C.1 C 3 C.4 C 5 (B)</p> <p>D.1 D.2 D.3 D. 4 (B)</p> <p>E.1.E2 E3 (B)</p> <p>H.4 H.5</p>	Transfer	
	<i>Students will be able to independently use their learning to greet someone and introduce themselves, weather, days of the week, alphabet and numbers 0-20 and colors in French.</i>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • How to have a basic conversation • How to express dates • How to express the weather • How to count and spell numbers 0-20 • How to describe colors of objects in the classroom • How to explore the history of World Languages 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How could you introduce yourself to a classmate and ask information about him/herself. • How would you describe the date and weather on your last birthday and other Holidays? • How would you count and describe the color of certain objects in the classroom? • How would you explain reasons why different countries in the Americas speak different languages?
Acquisition		
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Basic greetings, farewells and information questions • Days and months in a Spanish calendar • Basic weather information • Numbers 0-20 • Colors • Commands • Explore and reflect on diversity issues. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Greeting, asking basic information questions to classmates and saying good bye • Naming and using dates in French • Reporting daily weather • Counting classroom objects • Describing the color of objects • Gain an appreciation of cultural differences.

I. 1. 2. 3 F. 1 F.2 G. 1.2	<ul style="list-style-type: none"> Discover the nature of French cognates. 	<ul style="list-style-type: none"> Demonstrate tolerance for differences (i. e, color, ethnicity, size, disability etc.)
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
See Rubrics Greeting Benchmark 1.1MB Calendar benchmark 1-20 Alphabet benchmark 1.2BM	PERFORMANCE TASK(S): Students will greet and carry on an introductory conversation Students will say (4) dates to partner and identify (4) dates on a calendar orally say and write the alphabet	
Informal observation/ Formative assessment	OTHER EVIDENCE: Writing greeting conversation Writing number colors code Shows interest when anyone is presenting or speaking. Discussion, sharing, questioning, Teacher observation	

Last updated Jan.29 2014

COURSE NAME: FRENCH 7TH GRADE

*Developers: World Language
French Department*

Development Date: 2012-13

*Instructional Level: French 7th
Grade*

*Unit: Basic Introduction
Communication*

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

- A.1 A. 2 A. 3 A. 4 A.5 (B)
- B1. B.2 B. 3 B. 4 B. 5 (B)
- C.1 C 3 C.4 C 5 (B)
- D.1 D.2 D.3 D. 4 (B)
- E.1.E2 E3 (B)
- H.4 H.5
- I. 1. 2. 3
- F. 1 F.2

Transfer

Students will be able to independently greet and carry on an introductory conversation.

Meaning

UNDERSTANDINGS

Students will understand...

- How to
- How to have a basic conversation.
- How to express dates.
- How to express the weather.
- How to tell time.
- How to name body parts.
- How to name classroom objects.
- How to combine vowels and consonants to read side words

ESSENTIAL QUESTIONS

- How could you reword a conversation with a friend to a conversation with a teacher?
- How would you describe different kinds of weather for each season?
- How would you ask the time and tell someone what time it is?
- How would you tell someone what part of your body hurts?
- How would you describe the number and name of objects in your classroom?
- How would you read side word phonics

Acquisition

Students will KNOW...

- Basic greetings and farewells.
- When to use 'tu' vs. 'vous' in a basic conversation.
- The days of the week.
- The months of year
- Numbers 1-100.
- Weather expressions.
- Time expressions.
- Names of body parts.

Students will be skilled at (DO)...

Communicating and interpreting

- Greeting and conversing with younger and older people at different times of the day.
- Naming classroom objects
- Understanding and telling time
- Naming body parts.

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>See Rubrics</p> <ul style="list-style-type: none"> • Greeting benchmark • Number 0-100 benchmark • Alphabet benchmark • Telling time Benchmark 	<p>PERFORMANCE TASK(S):</p> <p>Demonstrate an increasing ability to speak, read, and write in the language and to understand when it is spoken.</p> <p>Create an expanded introductory dialogue in French with a classmate</p> <p>Respond to classroom commands & objects</p> <p>Identify the basic shapes and colors in French</p> <p>Determine the day and date in French.</p> <p>Recite and reproduce in writing the French alphabet when spoken at a normal rate.</p> <p>Say and identify the five French accents.</p> <p>Accurately count in French and reproduce in writing French numbers when spoken at a normal rate.</p>
Formative assessment/ informal observation	<p>OTHER EVIDENCE:</p> <p>Discussion, Sharing questioning, teacher observation</p>



COURSE NAME: FRENCH 7TH GRADE

*Developers: World Language
French Department*

Development Date: 2012-13

*Instructional Level: French 7th
Grade*

*Unit: Descriptive &
possessive adjectives -
express possession and
relationship*

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and
ACTFL Standards and the ELA
Common Core Standards)

COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

- B-B.1
- B-B.3
- B-C.2

Transfer

Students will be able to independently use their learning to discuss and describe various daily activities -Communicate verbally and in writing personal feelings and preferences about activities

Meaning

UNDERSTANDINGS

Students will understand...

- How to say what one likes and does not likes to do?
- How to ask what a person likes to do?
- How to what you want and don't want to do?
- How to specify about someone/something?

ESSENTIAL QUESTIONS

- How can you contrast and compare what you and other classmates like or dislike doing?
- How can you share with the class what each person in your family likes or dislikes doing?
- How to describe one's nationality?

Acquisition

Students will KNOW...

- Vocabulary for family members.
- Vocabulary for activities (infinitives)
- The 'I/tu "aimer" verb form.
- The questions word 'what do you/do you?'
- Words for agreement or disagreement of like. (neither/nor, too, either
- Conjunction word 'et' and 'ou'
- Possessive adjectives « mon » vs ma

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to tell about activities they and others like to do and don't like to do.
- Expressing agreement or disagreement of likes or dislikes.
- Expressing form and position of descriptive adjectives.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric ER verbs definition benchmark Body Parts definition À la Pharmacie rubric	PERFORMANCE TASK(S): Students will communicate orally and writing personal feelings and preferences about activities. Students will communicate orally & in writing about family using verb “etre” to be and adjectives Accurately describe body parts. Accurately tell where in the body hurts. Discuss what student like/don't like to do & want/don't want to do Describe games & how to get together
Formative Assessment Identify and writing ER verbs formative Assessment	OTHER EVIDENCE: Sharing, discussion, questioning, Teacher observation

COURSE NAME: FRENCH 7TH GRADE

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French 7th Grade</i>	<i>Unit: Discuss family, friends and pets- Express ownership</i>
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Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture	Transfer	
	Students will learn functional phrases for talking about their families and describing people.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe their friends and other people. How to ask what a person's personality traits are. How to respond when someone asks them what their personality traits are. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How would you describe one of your good friends? How would you describe 3 different members in your family? How could you describe famous people or pictures of people from around the world?

COMPARISONS	Acquisition	
4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards B-A.1 B-A.2 B-A.3 B-B.1 B-B.2 B-B.3 B-B.4	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary that describes personality traits. <ul style="list-style-type: none"> Adjective noun agreement. The verb to be “être” The verb to have “avoir” How to say and use definite “le, la, l’, les” and indefinite “un, une, des” article to indicate repeated events. How to use impersonal “C’est” (It’s) in everyday objects. How to talk about possessions- thing that one own and doesn’t own 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> How would you describe each member with an adjective? How would tell the age of family members. How would tell one activity each family members does like to do? How would you talk as if you are having a conversation? How to describe activities, games and a get together How would describe your room what is in it and where things are located.
	Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>	
Evaluative Criteria	Assessment Evidence	
See rubric Family project benchmark/ rubric -Photo story 3 program	PERFORMANCE TASK(S): Students will be creating a photo story of their family. Students will communicate orally and in writing about family members Grammar Focus: Il/Elle for It, verb to be “Etre” to have “ avoir” adjective, negative Grammar focus: definite and indefinite articles, verb “er”	
Informal teacher observation Formative Assessment	OTHER EVIDENCE: Classroom Discussion Formal teacher observation Sharing sample of activities Questioning Quiz	

Last updated Jan.29 2014

COURSE NAME: FRENCH 8 TH GRADE			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French 8 th Grade	Unit: Basic Communication with learned phrases; simple questions and answers
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards B-A.1, 2, 3, 4 B- B 1, 2, 3, 4 B-C.1, 2,3 B- A.1, 2 B-B. 1, 2, 3 B-C. 3	Transfer		
	Students will be able to independently use their learning to discuss and describe		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to have a basic conversation.How to express dates.How to express the weather.How to tell time.How to name body parts.How to name classroom objects.		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How could you reword a conversation with a friend to a conversation with a teacher?How would you describe different kinds of weather for each season?How would you ask the time and tell someone what time it is?How would you tell someone what part of your body hurts?How would you describe the number and name of objects in your classroom?
	Acquisition		
	Students will KNOW... Basic greetings and farewells. <ul style="list-style-type: none">When to use tú vs. Vous in a basic conversation.The days of the week.The months of yearNumbers 1-1000.Weather expressions.Time expressions.Name of body parts.		Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Greeting and conversing with younger and older people at different times of the day.How to dial French phone numbersNaming classroom objectsUnderstanding and telling timeNaming body parts.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>Rubric</p> <ul style="list-style-type: none"> • <i>Chez le Docteur -Body Parts</i> • <i>Classroom Commands & Objects</i> • <i>Telling Time</i> • <i>French Alphabet & Phonics</i> • <i>Number Benchmark</i> 	<p>PERFORMANCE TASK(S):</p> <p>Possible Example:</p> <ul style="list-style-type: none"> • Demonstrate an increasing ability to speak, read, and write in the language and to understand when it is spoken. • Respond to classroom commands & objects • Determine the day and date in French. • Recite and reproduce in writing the French alphabet when spoken at a normal rate. • Say and identify the five French accents and read French phonics • Students will write a personal journal or brief message to friends • Students will be able to describe and talk about what part of their body hurt
<p>Formative assessment</p> <p><i>Accurately count in French and reproduce in writing French numbers when spoken at a normal rate.</i></p> <p><i>Accurately write French phone numbers.</i></p> <p><i>Read and reproduce French side words</i></p>	<p>OTHER EVIDENCE:</p> <p>Sharing, discussion, questioning, teacher observation</p> <p>Smart board & white board practice</p>

COURSE NAME: FRENCH 8 TH GRADE			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French 8 th Grade	Unit: Talking About Family & Classmate Like/do not like
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standard B-A.1,2,3,4 B-B.1,2,3,4 B-A.1,2,3,4 B-B.1,2,3,4	Transfer		
	Students will be able to independently use their learning to discuss and describe what belong to you and others and family personality traits.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to say what one likes and does not likes to do?How to ask what a person likes to do?		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How can you contrast and compare what you and other classmates like or dislike doing?How can you share with the class what each person in your family likes or dislikes doing?
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary for family members.Vocabulary for activities (infinitives)The ‘me/like verb form.The question word ‘what do you/ Do you?’Words for agreement or disagreement of like. (neither/nor, too, eitherConjunction word ‘et’ and ‘ou’		Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Using vocabulary to tell about activities they and others like to do and don’t like to do.Expressing agreement or disagreement of likes or dislikes.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Conjugate the verb "Etre" to be Share a picture book about family with classmates Short answer complete sentence	PERFORMANCE TASK(S): **Communicate orally and in writing about family members and friends Possible Example: Class discussion Expanded introductory dialogue in French with a classmate
Formative Assessment/ informal observation	OTHER EVIDENCE: Formal observation/Assessment Classroom observation Class activities Pair work Work sheet quiz

COURSE NAME: FRENCH 8TH GRADE

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French 8th Grade</i>	<i>Unit: Like and Dislike – personality Types</i>
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Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe Family and friends-activities they like to do and do not like to do</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe their friends and other people. How to ask what a person's personality traits are. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How would you describe one of your good friends? How would you describe 3 different members in your family?

CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards B- A- 1, 2, 3 ,4 B-B -1, 2, 3, 4 B-C-2 B-A-1 B-A.2 B-B-3 B-B-4 B-B-5	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary adjectives of nationality How to make/write conversation about family and friends? The verb to be "être" How to say and use definite "le, la, l' , les" and indefinite "un, une, des" article to indicate repeated events?. How to use impersonal "C'est" (It's) in everyday objects. How to talk about possessions- thing that one own and doesn't own. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to tell what their personality traits are and to ask what other's personality traits are. How to use the verb "to be" with adjectives in the sentence. How to talk about personal and family characteristics. How to describe activities, games and a get together How would describe your room what is in it and where things are located.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Fill-in-the-blank, short answer, complete sentence Project I- les Giraud rubric	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Chapter project: Les Giraud Students will be able to write a descriptive sentences using verb "être" to be Possible Example: You are a television producer and you are creating a soap opera that centers around a family named Giraud. Make a family tree, using photos cut from magazines to show the members of the Giraud family and their relationships. 	
Informal Assessment Comparing and discussing people, thing and actions. -Creative conversation; asking and answering questions.	OTHER EVIDENCE: <ul style="list-style-type: none"> Les Giraud comparison Activity Observation Whiteboard Activities Practice Worksheets 	

- Class Activities
- Partner Activities
- Group Activities
- Quiz

COURSE NAME: FRENCH 8TH GRADE

*Developers: World Language
French Department*

Development Date: 2012-13

*Instructional Level: French 8th
Grade*

*Unit: French speaking
Country schools and subjects*

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and
ACTFL Standards and the ELA
Common Core Standards)

ACTFL National Standards

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Transfer

Students will be able to independently use their learning to discuss and describe what subjects they take in school and express some opinions about them.

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe their school day
- How to describe the order of their school day
- How to describe what people do during a school day

ESSENTIAL QUESTIONS

- What would be an ideal schedule for your school day?
- What classes would you switch around schedule wise?

Acquisition

Students will KNOW...

- The ordinal numbers 1-10.
- The subject pronouns “quel, quelle & qui
- The verb to have “avoir” in present tense to list school subjects.
- Affirmative and negative words
- How to conjugate stem changing verbs in the present, past, future

Students will be skilled at (DO)...

- Use vocabulary about the school day to compare classes other students have or don't have.
- Compare school day and classes students have in certain French speaking countries.
- Use vocabulary to indicate what classes they like and don't like and why.

Wisconsin State Standards B-A. 1, 2, 3, 4 B-B.1, 2,3,4 B-A.1,2 B-B.3,2,3,4 B-C.3		<ul style="list-style-type: none"> Use regular 'RE' verbs to indicate what people do or don't do in their classes.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Fill-in-the-blank: School subject vocabularies Conjugate the verb " avoir" to have Mon Emploi du Temps/Student Exchange Project 2 rubric	PERFORMANCE TASK(S): Culture Discovery and enrichment- Student Exchange project 2 Possible example: Create an "Emploi du Temps" School schedule and compare to French Students schedule from Quebec Communicate orally & in writing about what they & others have as school subjects. Students will create a picture book about classes/subjects with classmates.	
Formative Assessment	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities Quiz	

COURSE NAME: FRENCH 8 TH GRADE			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French 8 th Grade	Unit: The classroom
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards B-B.1,2,3,4 B-C. 2, 3 B-A.1, 2,3 B-A.2 B-B.1 B-B.2 B-B.3 B-B.4	Transfer		
	Students will be able to independently use their learning to discuss and describe a classroom and the locations of the objects inside it.		
	Meaning		
	UNDERSTANDINGS Students will understand...	ESSENTIAL QUESTIONS	
	<ul style="list-style-type: none">How to describe where classroom objects are.How to ask where classroom objects are.How to talk describe what belong to you and others.How to demonstrate prepositions of place.	<ul style="list-style-type: none">What classroom objects are necessary for each class they take?What classroom objects should every classroom have?What belong to you in your folder or backpackWhere things are in your classroom.	
	Acquisition		
Students will KNOW...	Students will be skilled at (DO)...		
<ul style="list-style-type: none">Vocabulary for classroom objects.Vocabulary words of “ dans, sur, sous, Devant, derrière, à coté de”Vocabulary words for location.Possessive pronouns. “ma, ta, sa, notre, votre, leur”How to talk about where something is.How to use affirmative and negative words	<p>How would you locate where an object or something is.</p> <ul style="list-style-type: none">Using vocabulary to indicate the location of classroom objects.Using classroom vocabulary to discuss their school and classes as well as schools and classes in French-speaking countriesUsing possessive pronouns to indicate what objects belong to whom.Using affirmative and negative words to discuss classroom atmospheres and expectations		

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
-Fill-in- the- blank Possessive adjectives -Fill-in-the- blank ER verbs conjugation -Dans ma chambre Complete descriptive sentence -rubric	PERFORMANCE TASK(S): Communicate and interpret information about possessing something Communicate and interpret information about who possesses an article of classroom objects. Students will create a floor plan of their room and lists all items they own ex: "Dans ma chambre, il y a.... un bureau" <ul style="list-style-type: none"> Possible examples: Possessive pronouns Personal pronouns subjects Classroom objects/home items
Informal assessment Formative assessment	OTHER EVIDENCE: Discussion Sharing Questioning Teacher observation Quiz

COURSE NAME: FRENCH 8 TH GRADE			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French 8 th Grade	Unit: Breakfast and lunch
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards B-A.1 B-A. 2 B-A.3 B-B. 1 B-B. 2 B-B.3 B-B.4 B-C-1 B-C-2	Transfer		
	Students will be able to independently use their learning to discuss and describe foods and beverages that they like and don't like for breakfast, lunch & dinner.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to indicate what foods and beverages they consume for breakfast and lunch.How to ask what others have for breakfast and lunch.How to express what foods and beverages they like and dislike.	ESSENTIAL QUESTIONS <ul style="list-style-type: none">How can you compare what a classmate and you normally have for breakfast?Which would be your “dream” menus to have for breakfast, lunch and dinner?	
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary for foods and beverages for breakfast and lunch.Vocabulary for frequency or infrequency.The present verb from “prefer”The present tense verb endings for regular ‘er’ and ‘ir’ verbs.The regular present tense endings of “RE” & “IR” verbs.	Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Using vocabulary to discuss the foods and beverages that the students and others consume for breakfast and lunch and dinner.Using regular ‘er’ and ‘ir’ verbs’ to indicate who consumes foods and beverages for breakfast and lunch.	

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<i>Fill- in-the- blank IR & RE</i> <i>Verbes conjugaison</i> <i>IR/RE verbes Définition</i> <i>Benchmark</i> <i>Fill-in the- blank food</i> <i>vocabularies</i> <i>Dans ma salade, il y a...Project I</i>	PERFORMANCE TASK(S): Communicate and interpret information about what people are doing using RE/IR verbs. Vocabulary, Stem-Changing verbs in the present tense, Affirmative and Negative Words Possible Example: Verb to do (faire) Verb to want (Vouloir) Foods vocabularies
Formative assessment Informal observation	OTHER EVIDENCE: Classroom discussion & observation Sharing & questioning Smart board activities White board activities Worksheets activities Quiz

COURSE NAME: FRENCH 8TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: French 8th
Grade*

Unit: Health and Dinner

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

B-A.B-A. 1 B-A. 2 B-A. 3

B-B.1

B-B.2

B-B.3

B-B.4

B-C.1

B-C.2

B-C.3

B-C.4

Transfer

Students will be able to independently use their learning to discuss and describe food and beverages for dinner and what activities they do to maintain their health

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe dinner foods and preferences.
- How to discuss healthy and unhealthy routines?
- How to express hunger and thirst?
- How to use verb tense of "vouloir" to want to express what one wants to order for a meal?
- How to compare customs in France to those in the united State?

ESSENTIAL QUESTIONS

- How would you compare your own diet to that of a professional soccer player
- How would you explain if the time and foods you eat for dinner are healthier than what people do for dinner in France and Francophile or the United States?
- How to take a note of similarities and differences between restaurants in France & to those in the USA.
- How would you explain what you want to order at a café

Acquisition

Students will KNOW...

- Vocabulary for healthy activities, main entrees and side dishes?
- The present tense verb form 'avoir' to have to indicate hunger and thirst.
- The present tense verb form 'Faire' to do.
- The present tense verb form 'preferer' to prefer.
- The present tense of verb prendre/ to take.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss what students and others have for dinner and why.
- Using vocabulary to discuss what healthy activities students prefer to participate in.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric Café Skit Benchmark Fill-in- the blank verb “vouloir”	PERFORMANCE TASK(S): Communicate in writing and talking about food. Food vocabularies. Ordering at the café expression Stem changing of verb to want “ vouloir”
Formative assessment Informal Evaluation	OTHER EVIDENCE: Teacher Observation, Sharing, questioning & discussion Pair work Whiteboard practice Worksheets Smart board activities Quiz

COURSE NAME: FRENCH 8 TH GRADE			
Developers: World Language Department	Development Date: 2012-13	Instructional Level: French 8 th Grade	Unit: Destinations & places in Town
Stage 1 Desired Results			
<div>ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA : Common Core Standards)</div> <div>COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational</div> <div>CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives</div> <div>CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture</div> <div>COMPARISONS 4.1 Language 4.2 Culture</div> <div>COMMUNITIES 5.1 Beyond the School</div> <div>Wisconsin State Standards B-B.1 B-B.2 B-B.3 B-B.4 B-A.1,2 B-C.1,B-C.2 B-C.3 B-C.4</div>	Transfer		
	Students will be able to independently use their learning to discuss, tell where they are going what they and others are doing; describe activities & give location		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about places and destinations.How to tell where you go and with whom.How to talk about when things are done.How to express direction and possession.		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How would you plan a day of fun activities going to different places with your best friend?Where would you go for a nice vacation and with whom?
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary about destinations/places.Vocabulary to indicate when things occur.The present tense verb form ‘Er’(to go)How to use verb “Aller” to go in present to describe where one is going?How to use vocabulary to talk about going to places?How to use “Aller + an infinitive to express what is going to take place in the near future?How to use the preposition “à” to, in, at, to contract with “le, les” to form one word“au, aux”?		Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Using vocabulary to discuss where they goUsing vocabulary to discuss with whom they go places.Using vocabulary to discuss when they go places.Use vocabulary of places to indicate where one is going.Expressing direction and possession. The contraction with à & de

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric Places in town benchmark Podcast 1.11BM Places	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Places in Town question and answer with verb "Aller" • Stem changing of verb "aller" in present tense Communicate in writing and orally where they and others are going Formal observation on topic discussion about where they go for fun.
Informal Evaluation Formative Assessment	OTHER EVIDENCE: <ul style="list-style-type: none"> Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities Quiz

COURSE NAME: FRENCH 8TH GRADE

*Developers: World Language
French Department*

Development Date: 2012-13

*Instructional Level: French 8th
Grade*

Unit: Invitations to participate

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

B-A. 1, 2, 3

B-B.1,2,3,4

Transfer

Students will be able to independently use their learning to discuss and describe inviting others to participate in activities outside of school.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about what you do and others are able to do or want to do?
- How to talk about leisure activities.
- How to extend an invitation to do an activity.
- How to accept or decline an invitation to do something.
- How to discuss a weekend activities.
- How to talk about what you did and where you went yesterday, last week, or last summer.

ESSENTIAL QUESTIONS

- Using the verbs word “prendre, vouloir, croire, faire, pouvoir, vouloir, and “aller”to ask classmate about things you do or want to do
- Using negative expression to decline an invitation.
- Using regular /irregular verbs to talk about activities done in the past.
- Using stem change in past tense of ER, RE, IR verbs

Acquisition

Students will KNOW...

- Vocabulary about leisure activities.
- A vocabulary to extend, accepts, or declines an invitation.
- The present tense verb form ‘jouer to play.
- The present tense verb form ‘vouloir’ to want, “pouvoir”- be able to
- The present tense verb form avoir to have in the idiomatic expression ‘devoir + infinitive’ to have to do something.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss leisure activities.
- Using vocabulary to invite others to participate in activities.
- Using vocabulary to accept or decline invitations to participate in activities.
- Using verb to do to talk about favorite sport activities.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric -Guided Reading and listening short story comprehension assessment -IR, RE verb definitions - Fill- in- the blank Past tense of regular and irregular verbs	PERFORMANCE TASK(S): Possible Example: Conjugating the verb “aller”, places in town and vocabulary accurately. Conjugate accurately IR, RE verb in present & future tense. Communicate in writing and orally about personal feelings about activities Communicate in writing and orally about what they are planning to do. Vocabulary, Stem changing verb to do “FAIRE” in the present tense Stem changing of regular/irregular verbs in past and future tense.
Formative Evaluation Formative assessment	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities Quiz

Updated Jan.29 2014

COURSE NAME: SPANISH 6TH GRADE

Developers: World Language
Spanish Department

Development Date: 2012-13

Instructional Level: Spanish 6th
Grade

Unit: Introductory Lesson

Stage 1 Desired Results

ESTABLISHED GOALS: (World
Language State Standards and
ELA CCSS)

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

A2 (B), A5 (B)

B1 (B), B2 (B), B3 (B)

C1 (B)

D1 (B), D2 (B)

Transfer

Students will be able to independently use their learning to greet someone and introduce themselves, weather, days of the week, alphabet and numbers 0-20 and colors in Spanish.

Meaning

UNDERSTANDINGS

Students will understand...

- How to have a basic conversation
- How to express dates
- How to express the weather
- How to count and spell numbers 0-20
- How to describe colors of objects in the classroom
- How to explore the history of World Languages
- How to express how you are feeling

ESSENTIAL QUESTIONS

- How could you introduce yourself to a classmate and ask information about him/herself.
- How would you describe the date and weather on your last birthday and other Holidays?
- How would you count and describe the color of certain objects in the classroom?
- How would you explain reasons why different countries in the Americas speak different languages?

Acquisition

Students will KNOW...

Basic greetings, farewells and information questions

- Days and months in a Spanish calendar
- Basic weather information
- Numbers 0-20
- colors

Students will be skilled at (DO)...

- Greeting, asking basic information questions to classmates and saying good bye
- Naming and using dates in Spanish
- Reporting daily weather
- Counting classroom objects
- Describing the color of objects

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Dialogues and quiz
	OTHER EVIDENCE: Oral practice, Observations in class, games, and other interactive activities

COURSE NAME: SPANISH 7TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: Spanish 7th
Grade*

*Unit: Basic Spanish
conversation skills*

Stage 1 Desired Results

<p>ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards)</p> <p>COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational</p> <p>CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives</p> <p>CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture</p> <p>COMPARISONS 4.1 Language 4.2 Culture</p>	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand...</i></p> <ul style="list-style-type: none"> • How to have a basic conversation. • How to express dates. • How to express the weather. • How to tell time. • How to name body parts. • How to name classroom objects 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How could you reword a conversation with a friend to a conversation with a teacher? • How would you describe different kinds of weather for each season? • How would you ask the time and tell someone what time it is? • How would you tell someone what part of your body hurts? • How would you describe the number and name of objects in your classroom?

COMMUNITIES	Acquisition	
5.1 Beyond the School A2 (B), A5 (B) B1 (B), B2 (B), B3 (B) C1 (B) D1 (B), D2 (B)	<i>Students will KNOW...</i> <ul style="list-style-type: none"> • <i>Basic greetings and farewells.</i> • <i>When to use tú vs. Usted in a basic conversation.</i> • <i>The days of the week.</i> • <i>The months of year</i> • <i>Numbers 1-100.</i> • <i>Weather expressions.</i> • <i>Time expressions.</i> • <i>Names of body parts.</i> 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> • Greeting and conversing with younger and older people at different times of the day. • Naming classroom objects • Understanding and telling time • Naming body parts.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): Skit, quiz	
Rubric	OTHER EVIDENCE: Oral practice, Observations in class, games, and other interactive activities	

COURSE NAME: SPANISH 7TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: Spanish 7th
Grade*

Unit: Likes and dislikes

Stage 1 Desired Results

ESTABLISHED GOALS

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

A1 (B), A3 (B)

B1(B) , B3 (B)

C1 (B)

Transfer

Students will be able to independently use their learning to discuss and describe

Meaning

UNDERSTANDINGS

Students will understand...

- How to say what one likes and does not likes to do
- How to ask what a person likes to do

ESSENTIAL QUESTIONS

- How can you contrast and compare what you and other classmates like or dislike doing?
- How can you share with the class what each person in your family likes or dislikes doing?

Acquisition

Students will KNOW...

- Vocabulary for family members.
- Vocabulary for activities (infinitives)
- The 'me/te gusta' verb form.
- The question word 'what?'
- Words for agreement or disagreement of like. (neither/nor,too,either
- Conjunction word 'y' and 'o'

Students will be skilled at (DO)...

Communicating and interpreting

- *Using vocabulary to tell about activities they and others like to do and don't like to do.*
- *Expressing agreement or disagreement of likes or dislikes.*

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Assessment Evidence

Rubric

PERFORMANCE TASK(S):
Project and quiz

OTHER EVIDENCE:

Computer practice, work sheets, games and other interactive activities

COURSE NAME: SPANISH 7TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: Spanish 7th
Grade*

Unit: Descriptions

Stage 1 Desired Results

ESTABLISHED GOALS

B1 (B),
C1 (B)
D1 (B) **COMMUNICATION**

1.1 Interpersonal
1.2 Interpretive
1.3 Presentational

CULTURE

2.1 Practices and Perspectives
2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular
3.2 Target Culture

COMPARISONS

4.1 Language
4.2 Culture

COMMUNITIES

5.1 Beyond the School

Transfer

Students will be able to independently use their learning to discuss and describe

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe their friends and other people.
- How to ask what a person's personality traits are.

ESSENTIAL QUESTIONS

- How would you describe one of your good friends?
- How would you describe 3 different members in your family?

Acquisition

Students will KNOW...

- Vocabulary to describe personalities
- Verb "ser" to be

Students will be skilled at (DO)...

Communicating and interpreting

- To describe their own personality traits
- To describe others' personalities

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Project and quiz
	OTHER EVIDENCE: Classroom observations, Computer practice, work sheets, games and other interactive activities

COURSE NAME: SPANISH 8TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: Spanish 8th
Grade*

*Unit: Basic Spanish
conversation skills*

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and
ACTFL Standards and the ELA
Common Core Standards)

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

A2 (B), A5 (B)

B1 (B), B2 (B), B3 (B)

C1 (B)

D1 (B), D2 (B)

Transfer

Students will be able to independently use their learning to discuss and describe

Meaning

UNDERSTANDINGS

Students will understand...

- How to have a basic conversation.
- How to express dates.
- How to express the weather.
- How to tell time.
- How to name body parts.
- How to name classroom objects.

ESSENTIAL QUESTIONS

- How could you reword a conversation with a friend to a conversation with a teacher?
- How would you describe different kinds of weather for each season?
- How would you ask the time and tell someone what time it is?
- How would you tell someone what part of your body hurts?
- How would you describe the number and name of objects in your classroom?

Acquisition

Students will KNOW...

- Basic greetings and farewells.
- When to use tú vs. Usted in a basic conversation.
- The days of the week.
- The months of year
- Numbers 1-100.
- Weather expressions.
- Time expressions.
- Names of body parts.

Students will be skilled at (DO)...

Communicating and interpreting

- Greeting and conversing with younger and older people at different times of the day.
- Naming classroom objects
- Understanding and telling time
- Naming body parts.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubrics	PERFORMANCE TASK(S): Skit, quiz
	OTHER EVIDENCE: Oral practice, Observations in class, games, and other interactive activities

COURSE NAME: SPANISH 8TH GRADE

*Developers: World Language
Spanish Department*

Development Date: 2012-13

*Instructional Level: Spanish 8th
Grade*

Unit: likes and dislikes

Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to say what one likes and does not like to do? How to ask what a person likes to do? 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can you contrast and compare what you and other classmates like or dislike doing? How can you share with the class what each person in your family likes or dislikes to do?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for family members. Vocabulary for activities (infinitives) The 'me/te gusta' verb form. The question word 'what?' Words for agreement or disagreement of 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to tell about activities they and others like to do and don't like to do. Expressing agreement or disagreement of

A1 (B), A3 (B) B1(B) , B3 (B) C1 (B)	like. (neither/nor,too,either • Conjunction word ‘y’ and ‘o’	likes or dislikes.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubrics	PERFORMANCE TASK(S): Quiz and project	
	OTHER EVIDENCE: Computer practice, work sheets, games and other interactive activities	

COURSE NAME: SPANISH 8 TH GRADE			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish 8 th Grade	Unit: Descriptions
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS	Transfer		
	Students will be able to independently use their learning to discuss and describe.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to describe their friends and other people.How to ask what a person’s personality traits are.	ESSENTIAL QUESTIONS <ul style="list-style-type: none">How would you describe one of your good friends?How would you describe 3 different members in your family?	
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary to describe personality traitsVerb “ser” to be	Students will be skilled at (DO)... <ul style="list-style-type: none">To describe themselves and others according to what one likes or dislikes to do.	

4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School B1 (B), C1 (B) D1 (B)		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Project and quizzes	
	OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities	

COURSE NAME: SPANISH 8TH GRADE			
<i>Developers: World Language Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish 8th Grade</i>	<i>Unit: School subjects, school schedules and school activities</i>
Stage 1 Desired Results			
ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe their school day. How to describe the order of their school day. How to describe what people do during a school day. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What would be an ideal schedule for your school day? What classes would you switch around schedule wise? 	

2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary related to the school day. The ordinal numbers 1-10. The subject pronouns. The regular present tense 'ar' endings of 'ar' verbs. 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using vocabulary about the school day to compare classes other students have or don't have. Compare school day and classes students have in certain Spanish speaking countries. Using vocabulary to indicate what classes they like and don't like and why. Using regular 'ar' verbs to indicate what people do or don't do in their classes.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubrics	PERFORMANCE TASK(S): Quizzes, dialogues and projects	
	OTHER EVIDENCE: Teacher observations, classroom dialogues	

COURSE NAME: SPANISH 8TH GRADE			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish 8th Grade</i>	<i>Unit: The classroom</i>
Stage 1 Desired Results			
ESTABLISHED GOALS COMMUNICATION	Transfer		
1.1 Interpersonal	<i>Students will be able to independently use their learning to discuss and describe a classroom and the locations of the objects inside it.</i>		

1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe where classroom objects are. How to ask where classroom objects are. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What classroom objects are necessary for each class they take. What classroom objects should every classroom have?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for classroom objects. Vocabulary words for location. The present verb form of 'to be' / estar. Possessive pronouns. 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using vocabulary to indicate the location of classroom objects. Using possessive pronouns to indicate what objects belong to whom.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubrics	PERFORMANCE TASK(S): Quizzes and projects
	OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities

COURSE NAME: SPANISH 8TH GRADE

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish 8th Grade</i>	<i>Unit: Breakfast and lunch</i>
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Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA	Transfer
	<i>Students will be able to independently use their learning to discuss and describe foods and beverages that they like and don't like for breakfast and lunch.</i>

Common Core Standards) COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to indicate what foods and beverages they consume for breakfast and lunch. How to ask what others have for breakfast and lunch. How to express what foods and beverages they like and dislike. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can you compare what a classmate and you normally have for breakfast? Which would be your “dream” menus to have for breakfast and lunch?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for foods and beverages for breakfast and lunch. Vocabulary for frequency or infrequency. The present verb from ‘encantar’. The present tense verb endings for regular ‘er’ and ‘ir’ verbs. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss the foods and beverages that the students and others consume for breakfast and lunch. Using regular ‘er’ and ‘ir’ verbs’ to indicate who consumes foods and beverages for breakfast and lunch.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubrics	PERFORMANCE TASK(S): Quizzes and projects	
	OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities	

COURSE NAME: SPANISH 8TH GRADE

Developers: World Language department

Development Date: 2012-13

Instructional Level: Spanish 8th Grade

Unit: Health and Dinner

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

Transfer

Students will be able to independently use their learning to discuss and describe food and beverages for dinner and what activities they do to maintain their health

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe dinner foods and preferences.
- How to discuss healthy and unhealthy routines.
- How to express hunger and thirst.

ESSENTIAL QUESTIONS

- How would you compare your own diet to that of a professional soccer player
- How would you explain if the time and foods you eat for dinner are healthier than what people do for dinner in Mexico and Spain?

Acquisition

Students will KNOW...

- Vocabulary for healthy activities, main entrees and side dishes.
- The present tense verb form 'tener'/ to have to indicate hunger and thirst.
- The present tense verb form 'hacer'/ to do.
- The present tense verb form 'preferir'/to prefer.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss what students and others have for dinner and why.
- Using vocabulary to discuss what healthy activities students prefer to participate in.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Rubrics

Assessment Evidence

PERFORMANCE TASK(S):
Quizzes and projects

OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities
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COURSE NAME: SPANISH 8 TH GRADE			
Developers: World Language Department	Development Date: 2012-13	Instructional Level: Spanish 8 th Grade	Unit: Destinations
Stage 1 Desired Results			
ESTABLISHED GOALS COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Transfer		
	Students will be able to independently use their learning to discuss and describe		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about places and destinations.How to tell where you go and with whom.How to talk about when things are done.	ESSENTIAL QUESTIONS <ul style="list-style-type: none">How would you plan a day of fun activities going to different places with your best friend?Where would you go for a nice vacation and with whom?	
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary about destinations/places.Vocabulary to indicate when things occur.The present tense verb form 'ir'(to go)	Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Using vocabulary to discuss where they goUsing vocabulary to discuss with whom they go places.Using vocabulary to discuss when they go places.	
Stage 2 - Evidence			
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?			
Evaluative Criteria	Assessment Evidence		
Rubrics	PERFORMANCE TASK(S): Quizzes and projects		

OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities
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COURSE NAME: SPANISH 8 TH GRADE			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish 8 th Grade	Unit: Invitations to participate
Stage 1 Desired Results			
ESTABLISHED GOALS COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Transfer		
	Students will be able to independently use their learning to discuss and describe inviting others to participate in activities outside of school.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about leisure activities.How to extend an invitation to do an activity.How to accept or decline an invitation to do something.	ESSENTIAL QUESTIONS <ul style="list-style-type: none">How would you invite pen pal or friend to visit your city?How would you list all the activities you plan to do with your friend?	
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Vocabulary about leisure activities.Vocabulary to extend, accept, or decline an invitation.The present tense verb form 'jugar' to play.The present tense verb form 'querer' to want.The present tense verb form 'tener' to have in the idiomatic expression 'tener que + infinitive' to have to do something.	Students will be skilled at (DO)... Communicating and interpreting <ul style="list-style-type: none">Using vocabulary to discuss leisure activities.Using vocabulary to invite others to participate in activities.Using vocabulary to accept or decline invitations to participate in activities.	

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubrics	PERFORMANCE TASK(S): Quizzes and projects
	OTHER EVIDENCE: Classroom observations, classroom dialogues, other interactive activities

High School Curriculum

The World Language Curriculum is designed with five levels to help students achieve skills in reading, writing, speaking, and listening in the French and Spanish languages. The ultimate goal is to foster lifelong learners and global citizens who appreciate and accept cultural differences around the world.



The students will have many opportunities to learn about

- French and Spanish cultures
- How these cultures compare to their own
- Vocabulary and grammar
- Value of language learning in the 21st century
- Opportunities in the educational and professional world

They will be provided with experiences to help them develop . . .

- Language skills in reading, writing, listening, and speaking
- Understanding and appreciation of other cultures
- Skills through cross-curricular connections
- Skills for survival in a global community

This document is a framework for our students, as 21st century learners.

Holmen High School

World Language

Current Program Description

High School French Courses

<u>Course Title</u>	<u>Description</u>
FRENCH I Credit: 1.0 Grade: 9-12	French I provides students a foundation in pronunciation, basic conversation, vocabulary, and structure. Students converse about themselves, school, family, and personal preferences. Students learn about foods, songs, games, customs, and cultures of France and other French-speaking countries. Students experience the language and culture through immersion and hands-on activities. Dictionary recommended. Workbook and/or marker fee.
▲ *FRENCH II Credit: 1.0 Grade: 9-12 Pre: French I or 8 th grade placement test	French II continues the emphasis of French I, building on grammar, vocabulary, reading, writing, and conversation. French II expands the students' ability to handle daily life in French. Students continue to experience the language and culture through immersion and hands-on activities. Dictionary recommended. Workbook and/or marker fee.
*FRENCH III Credit: 1.0 Grade: 10-12 Pre: French II	French III is an emphasis towards independent use of the language. All areas of communication are stressed. Students refine their understanding of grammar in the sense of how sentences, both oral and written, are constructed, and learn how to listen for meaning. The course alternates reading, conversation, listening, writing, and grammar so each skill enhances the other. These skills will be worked upon simultaneously through discussion, reading that focuses on current life in France, and modern literature. Dictionary recommended. Workbook and/or marker fee.
*FRENCH IV Credit: 1.0 Grade: 10-12 Pre: French III	French IV continues to emphasize the independent use of the language in which all areas of communication are stressed. Vocabulary and fluency are increasing steadily as well as the use of tenses in speaking and writing. Students learn about culture, historical periods, and current events through literature and research. Dictionary recommended. Workbook and/or marker fee.
*HONORS FRENCH Credit: 1.0 Grade: 11-12 Pre: French IV and teacher recommendation	Honors French is a college preparatory course with a strong emphasis on improving fluency and accuracy in conversation, written expression, as well as aural and written comprehension in various contexts. Students will use all forms of media to learn about current events and broaden their knowledge of the French-speaking world. Preparation for the UW French placement test is also included. Students will have the option of taking the AP French Language exam. Dictionary required. Workbook and/or marker fee.

High School Spanish Courses

<u>Course Title</u>	<u>Description</u>
SPANISH I Credit: 1.0 Grade: 9-12	Students in Spanish I will be exposed to basic vocabulary and culture of the Spanish-speaking countries. Emphasis is placed on vocabulary and structure. Students will also experience the culture through hands-on activities. Dictionary recommended for better Spanish comprehension. Workbook and/or marker fee.
▲ *SPANISH II Credit: 1.0 Grade: 9-12 Pre: Spanish I or 8 th grade placement test	In Spanish II, oral communication and writing will be continued as a tool of communication. Development of vocabulary and structure will be emphasized. The students will study, in depth, the Spanish-speaking countries of the world. Dictionary recommended. Workbook and/or fee.
*SPANISH III Credit: 1.0 Grade: 10-12 Pre: Spanish II	Spanish III will provide students with continuing opportunities to study structure, vocabulary, and reading. A comprehensive survey of verb tenses will be conducted. Students will use Spanish as a means of communicating in written and spoken forms. Dictionary recommended. Workbook and/or marker fee.
*SPANISH IV Credit: 1.0 Grade: 10-12 Pre: Spanish III	Spanish IV will encompass a broader usage of the oral language for speaking proficiency. The class will be introduced to the literature and culture of the Spanish-speaking world. There will be extensive use of grammar. Dictionary recommended. Workbook and/or marker fee.
*HONORS SPANISH Credit: 1.0 Grade: 11-12 Pre: Spanish IV and teacher recommendation	Honors Spanish is designed to prepare the student for college level Spanish classes. Importance is put on the comprehension and the accurate production of the language through reading and storytelling. Students will study advanced grammar through music, film, and the works of prominent Hispanic authors. Preparation for the UW Spanish placement test is also included. Students have the option of taking the AP Spanish Language exam. Dictionary required. Workbook and/or marker fee.

COURSE NAME: FRENCH I

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French I

*Unit: Basic Introductory
French Communication*

Stage 1 Desired Results

ESTABLISHED GOALS
(World Language State and
ACTFL Standards and the ELA
Common Core Standards)

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

A-1(B), A-2(B), B-1(B), B-2(B),
B-3(B)
C-3(B)

Transfer

Students will be able to independently use their learning to discuss and describe school, class, and weather in French.

Meaning

UNDERSTANDINGS

Students will understand...

- How to have a basic conversation.
- How to express dates.
- How to express the weather.
- How to tell time.
- How to name body parts.
- How to name classroom objects.

ESSENTIAL QUESTIONS

- How could you reword a conversation with a friend to a conversation with a teacher?
- What is your favorite time of the year and why?
- How could you use letters and basic numbers to communicate information about yourself?

Acquisition

Students will KNOW...

- Basic greetings and farewells.
- When to use tu vs. Vous in a basic conversation.
- The days of the week.
- The months of year.
- Numbers 1-100.
- Weather expressions.
- Time expressions.
- Names of body parts.
- Names of classroom objects.

Students will be skilled at (DO)...

Communicating and interpreting

- Greeting and conversing with younger and older people at different times of the day.
- Counting classroom objects and body parts.
- Weather scenarios for different seasons of the year.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Oral benchmark
	OTHER EVIDENCE: Pair work, whiteboard practice, spelling quiz

COURSE NAME: FRENCH I

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French I

Unit: Likes and Dislikes

Stage 1 Desired Results

ESTABLISHED GOALS
(World Language State and
ACTFL Standards and the ELA
Common Core Standards)

**ACTFL National Standards
COMMUNICATION**

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Transfer

Students will be able to independently use their learning to discuss and describe activities they like to do and do not like to do.

Meaning**UNDERSTANDINGS**

Students will understand...

- How to ask what a person likes to do.
- How to say what they like and don't like to do.
- How to ask and answer questions about what they and other do for fun.
- Adverb words "un peu, toujours, souvent, rarement, beaucoup, maintenant.

ESSENTIAL QUESTIONS

- Which classmates have similar and dissimilar likes than mine?
- What famous people have similar likes and dislikes?
- How can you discover likes or dislikes of others?
- How to describe what other do for fun?

Acquisition

Students will KNOW...

- Vocabulary for activities (infinitives).
- The 'Je/ tu aimes' verb form.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to tell about activities

A.1(B), A.2(B), A.3(B), B.1 (B), B.2 (B), B.3(B), B.4(B)	<ul style="list-style-type: none"> The question word 'what?'. "Est-ce que" Words for agreement or disagreement of likes. Conjunction words ex: " mais, ou, et, donc, or, ni, car," 	<p>they like to do and don't like to do.</p> <ul style="list-style-type: none"> Expressing agreement or disagreement of likes or dislikes.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): e-mail to a pen pal, Oral Benchmark
	OTHER EVIDENCE: Quiz

COURSE NAME: FRENCH I

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French I</i>	<i>Unit: Personality Types</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards)</p> <p>ACTFL National Standards COMMUNICATION</p> <p>1.1 Interpersonal 1.2 Interpretive 1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives 2.2 Products and Perspectives</p> <p>CONNECTIONS</p>	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe the personality traits of themselves and others.</i>		
	Meaning		
	<p>UNDERSTANDINGS <i>Students will understand...</i></p> <ul style="list-style-type: none"> How to describe their friends and other people. How to ask what a person's personality traits are. How to respond when someone asks them what their personality traits are. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What are the essential qualities of a good friend? What personality traits make it easier to make new friends? What well known people are examples of positive personality traits and negative personality traits? 	

3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A.1(B), A.2(B), A.3(B), B.1 (B), B.2 (B), B.3(B), B.4(B), B.5(B)	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary that describes personality. Adjective noun agreement. The verb 'to be'/Être. Definite articles. Indefinite articles. The ' Aimer' verb form. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using personality vocabulary to tell what their personality traits are and to ask what other's personality traits are. Using the verb 'Aimer' to indicate what personality traits they like and don't like.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Essay (describe your best friend) Oral Benchmark	
	OTHER EVIDENCE: Whiteboard practice, pair work, quiz	

COURSE NAME: FRENCH I

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French I

Unit: Family

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

B.1 (B), B.3 (B). C.2 (B)

Transfer

Students will be able to independently use their learning to discuss and describe their family members.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about their family members
- How to talk about others families
- How to describe family members and the things they have
- How to describe family celebrations in French and American families

ESSENTIAL QUESTIONS

- What are the important family celebrations in the French and American families?
- How do American families differ from French families with regard to members and size?
- How can you compare and contrast family members?

Acquisition

Students will KNOW...

- Vocabulary related to family.
- The possessive adjectives.
- The regular 'er' endings of 'er' verbs.
- Er verbs conjugations

Students will be skilled at (DO)...

Communicating and interpreting

- using possessive adjectives and verb "etre/avoir" to describe their family members (name, age, personality traits)
- using the verb "aimer" to talk about things they like or don't like to do.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Rubric

Assessment Evidence

PERFORMANCE TASK(S):

Family project (PowerPoint presentation or photo album)

OTHER EVIDENCE:

Quiz, family tree, observation

COURSE NAME: FRENCH I

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French I</i>	<i>Unit: The Classroom Commands And Objects</i>
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Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School B.1(B), C.3(B)	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe a classroom and communicate in French regarding classroom vocabulary.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe where classroom objects are. How to ask where classroom objects are. How to identify objects in classroom 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What classroom objects are the same and which are different from when the student started elementary school? What classroom objects that they don't have would help them learn more?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for classroom objects. Vocabulary words for directions/commands. The verb form of 'to be' / Être "Possessive pronouns. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to indicate the location of classroom objects. Using possessive pronouns to indicate what objects belong to whom.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Poster with classroom rules
	OTHER EVIDENCE: Observation, spelling quiz, whiteboard practice.

COURSE NAME: FRENCH I

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French I

*Unit: Au café et au
Restaurant`*

Stage 1 Desired Results

ESTABLISHED GOALS

(World Language State and ACTFL Standards and the ELA Common Core Standards)

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School
- A.3(B), B.1(B), C.1(B)

Transfer

Students will be able to independently use their learning to discuss and describe the foods and beverages that they like and don't like.

Meaning

UNDERSTANDINGS

Students will understand...

- How to indicate what foods and beverages they consume
- How to ask what others would like to order in a café or restaurant.
- How to express what they like and don't like to consume.

ESSENTIAL QUESTIONS

- What is the most disgusting combination of food that you could make for breakfast or lunch?
- What is the most delicious combination of food that you could make for breakfast or lunch?
- What food or beverage do you wish you could consume for breakfast or lunch that you can't consume currently?

Acquisition

Students will KNOW...

- Vocabulary for foods and beverages for breakfast and lunch.
- Vocabulary for frequency or infrequency.
- The verb from 'aimer'.
- The verb endings for regular 'er' verbs.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss the foods and beverages that the students and others consume for breakfast and lunch.
- Using regular 'er' verbs to indicate who consumes foods and beverages for breakfast and lunch.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Café skit (video project)
	OTHER EVIDENCE: Quiz, observation, pair work, whiteboard practice

COURSE NAME: FRENCH I

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French I

Unit: Health and Dinner

Stage 1 Desired Results

ESTABLISHED GOALS (World Language State and ACTFL Standards and the ELA Common Core Standards) ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A.3 (B), B.1(B), C.1(B)	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe food and beverages for dinner and what activities they do to maintain their health.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe dinner foods and preferences. How to discuss healthy and unhealthy routines. How to indicate hunger and thirst. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the extreme diets of high performing athletes? What foods in other countries would mainstream U.S. culture find unpalatable? What extreme sports would be good for high school?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for healthy activities. Sports vocabulary. The verb form avoir / to have to indicate hunger and thirst. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss what students and others have for dinner and why. Using vocabulary to discuss what healthy activities students prefer to participate in.

	<ul style="list-style-type: none"> • The verb form “Faire”/ to do. • The verb form ‘prefer’/to prefer. 	
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Spontaneous speaking: situation: You are in a doctor's office in France and the doctor needs information about your diet. Talk about foods and beverages you like, when and why.	
	OTHER EVIDENCE: Observation, pair work, class activities, quiz	



COURSE NAME: FRENCH II

*Developers: World Language
French Department*

*Development Date: August
2013 – February 2014*

Instructional Level: French II

Unit: In Town

Stage 1 Desired Results

ESTABLISHED GOALS:

STATE & ACTFL STANDARDS
CCSS

Wisconsin State Standards:

A1(B), A2(B), A3(B, D), A4(B-D)

B1(D), B2(B-D), B3(B), B4(B)

C2(B), C4(B), C5(B)

D2(B), D3(B), D4(B)

E4(B-D)

F1

G2

H1

I1, I2, I3

ACTFL National Standards

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Transfer

Students will be able to independently use their learning to discuss and describe where they live, and what they are going to do.

Meaning

UNDERSTANDINGS

Students will understand . . .

- How to describe streets and public buildings
- How to describe places often gone
- How to describe how they get around
- How to describe their home
- How to talk about what they are going to do

ESSENTIAL QUESTIONS:

- What are some similarities and differences between American and French towns?
- How do American homes differ from French with regard to rooms and layout?
- What things do individual people own?
- What are you going to do this weekend?
- Where are you coming from?

Acquisition

Students will KNOW...

- Public buildings and places vocab
- Basic house vocabulary
- Verb venir – conjugations and use
- How to refer to what they are going to do in the near future (“futur proche”)
- Possessive adjectives
- How to show possession with “de”

Students will be skilled at (DO)...

- Using public and private building vocabulary to discuss where they live and places they go
- Using possessive adjectives and “de” to describe what they and others own
- Use the verbs aller and venir to talk about place they go and are coming from
- Using the verb aller to speak about what they are going to do

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Listening: Multiple choice for most logical response	PERFORMANCE TASK(S): Chapter Exam <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i>
Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Vocabulary, Conjugating the Verb Venir, Possessive Adjectives, Futur Proche, Possession using "De"
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • white board activity • observation • group activities • pair work

COURSE NAME: FRENCH II

<i>Developers: World Language French Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: French II</i>	<i>Unit: Shopping</i>
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Stage 1 Desired Results

ESTABLISHED GOALS: STATE & ACTFL STANDARDS CCSS WISCONSIN STATE STANDARDS A1(B), A2(B), A3(B-D), A4(B-D), A5(B) B1(B), B2(B), B3(B) C2(B), C3(B), C4(B) D1(B), D2(B), D3(B) E1(B), E4(B)	Transfer	
	<i>Students will be able to independently use their learning to shop for clothing including comparing prices, how things fit, and asking questions for assistance.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand. . .</i> <ul style="list-style-type: none"> • How to make an informed purchase • How to check an item for size, length, etc. when buying the "right" article of clothing • How to use the interrogative "quel" with the demonstrative "ce" 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What information do you ask a sales clerk to get help in making purchases? • When looking for clothing, what are the essential parts of getting the "right" article of clothing? • Which item of clothing is preferred? Why?

F1,2 G1 H1, H2, H3, H4, H5 I1, I2, I3 ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	<ul style="list-style-type: none"> How to compare 2 different things or people 	<ul style="list-style-type: none"> What are the things that you need to consider when shopping for a gift? Why is one article of clothing better or worse than another?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Numbers from 100 – 1000 Clothing vocabulary Shopping vocabulary Regular –ir and –re verbs The verb mettre Demonstrative articles Direct object pronouns 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using numbers from 0 – 1000 in talking about prices and quantity Talking about how clothing fits them and others Sharing what they want versus what they need Asking for information with regard to their purchases Discussing comparisons between two items Using regular verbs ending in –ir and –re
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Listening: Multiple choice for most logical response	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> Combines the use of vocabulary and grammar learned	
Written: Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Vocabulary, Conjugating the Verbs ending in –re and –ir and mettre, Demonstratives and Interrogative Adjectives, 100-1000	
	OTHER EVIDENCE: <ul style="list-style-type: none"> Quizzes Conversations / pair work 	

- Practice exercises
- Pair and group work
- Games
- Whiteboard activities
- Mini-dialogues

COURSE NAME: FRENCH II

*Developers: World Language
French Department*

*Development Date: August
2013*

Instructional Level: French II

Unit: Vacations

Stage 1 Desired Results

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ESTABLISHED GOALS:
STATE & ACTFL STANDARDS
CCSS

WISCONSIN STATE STANDARDS

A1(B-D), A2(B-D), A3(B), A4(B),
A5(B)

B1(B), B2(B), B3(B), B5(B)

C2(B), C3(B), C4(B), C5(B)

D2(B, D), D3(B, D),

E1(B,D), E3(B)

F1, 2

G1

H1, H2, H3, H5

I1, I2

Transfer

Students will be able to independently use their learning to share their vacation travels.

Meaning

UNDERSTANDINGS

Students will understand . . .

- How to talk about what do on the weekend
- How to talk about things to do on vacation
- How to talk about destination sports
- How to describe places to visit while on vacation
- Cultural perspectives on travel and vacation

ESSENTIAL QUESTIONS

- What do you do on a typical weekend?
- When planning a vacation, what are all the things that need to be considered?
- From your last vacation, describe all the aspects of the vacation so your audience feels as if they are there
- How is travel and vacation approached in other countries?
- Where did you go on vacation? What did you do?

Acquisition

Students will KNOW...

- Vacation vocabulary
- Periods of time

Students will be skilled at (DO)...

- Talking about what is done on weekends including seeing different types of movies

ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	<ul style="list-style-type: none"> • Modes of transportation • Verb voir • Passé composé tense of regular –er, -re and –ir infinitives 	and chores around the house <ul style="list-style-type: none"> • Explaining how to get to a vacation spot • Sharing what activities are available when on vacation • Share with others their vacation
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Listening: Multiple choice for most logical response Written: Fill-in-the-blank, conjugate the verb, translations	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i> <u>Written Section:</u> Vocabulary, Conjugating the regular verbs in passé compose, Activities using the verb faire, periods of time	
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • Conversations / pair work • Practice exercises • Games • Whiteboard activities • Mini-dialogues 	

COURSE NAME: FRENCH II

<i>Developers: World Language French Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: French II</i>	<i>Unit: Restaurants / Dining Out</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS: STATE & ACTFL STANDARDS CCSS</p> <p>Wisconsin State Standards:</p> <p>A2(B-D), A3(B-D), A4(B-D) B1(B-D), B4(B), B5(B) C1(B), C2(B) D1(B-D), D2(B-D), D3(D) F1, F2 G2 H2, H3, H4 I1, I2, I3 K1, K2, K3, K4</p> <p>ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language</p>	Transfer	
	<i>Students will be able to independently use their learning to be able to order a meal in a restaurant.</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand . . .</i></p> <ul style="list-style-type: none"> • How to correctly get a waiter's attention • how a table setting is laid out in a restaurant versus at home • How "casual" dining differs from "formal" dining • How to use direct object pronouns 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • In restaurants in different countries, how would you get a waiter's attention? • How would eating at a restaurant differ from eating at home? • How would you and your friends' orders change if you were hanging out after school vs. out to celebrate a special occasion?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • <i>Verbs asking for service (prendre, boire, connaitre, dire & écrire)</i> • <i>Food and place setting vocabulary</i> • <i>Restaurant / Meal vocabulary</i> • <i>Direct object pronouns</i> • <i>Indirect object pronouns</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using food and place setting vocabulary • Using verbs to ask for service • Identifying pieces in a table setting • Using direct and indirect object pronouns

4.2 Culture COMMUNITIES 5.1 Beyond the School		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Listening: Multiple choice for most logical response	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i>	
Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Vocabulary, Service Verbs, Direct and Indirect Object Pronouns	
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Conversations • Observations • Practice work • Games • Pair work • Vocabulary quizzes 	

COURSE NAME: FRENCH III			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French III	Unit: School
Stage 1 Desired Results			
ESTABLISHED GOALS: (World Language State and ACTFL Standards) (ELA Common Core State Standards) ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D), A2 (D), A3 (D), A4 (T), A5 (D) B1 (D), B2 (D), B4 (D) C5 (D) D3 (D) G1 H1, H2, H3, H4, H5 I2, I3 K3	Transfer		
	Students will be able to independently use their learning to discuss and describe classroom objects, activities, and rules.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about school activitiesHow to talk about school rulesHow to talk about items needed for class		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How could you compare/contrast rules and activities in different classes?How could you compare/contrast your school to a school in a French-speaking country?What rules would you implement if you were principal of a school/if you were a rebellious student of a school?
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Classroom vocabularyAffirmative and negative wordsHow to conjugate stem changing verbs in the present, past, futureHow to state and create positive and negative rules/expectations		Students will be skilled at (DO)... <ul style="list-style-type: none">Using classroom vocabulary to discuss their school and classes as well as schools and classes in French-speaking countriesUsing affirmative and negative words to discuss classroom atmospheres and expectationsUsing stem changing verbs in the present tense to discuss common school expectationsUsing the “il faut,vous devez.”, “il y a”, “Il ne faut pas, interdit.” formulas to state and create rules

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Project: create rules for your school Speaking: Talk about your classes, times, what you are learning about, teachers. Test
	OTHER EVIDENCE: Class activities Pair work Whiteboard practice Worksheets Quiz

COURSE NAME: FRENCH III

*Developers: World Language
French Department*

Development Date: 2013-14

Instructional Level: French III

Unit: Celebrations

Stage 1 Desired Results

ESTABLISHED GOALS: (<i>World Language State and ACTFL Standards</i>) (ELA Common Core State Standards) ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe celebrations in French.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to wish someone a good time Ask for and give advice Ask for help Check if the things have been done 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How could you compare/contrast celebrations in French =speaking countries and US? What celebrations would you recommend or not recommend to a foreign exchange student coming to your school? Why is it important to learn about other cultures' celebrations?

3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A.2 (B), A.5 (B), B.1(D), B.3(B), B.5(B)	Acquisition <div> <div> <i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for celebrations and preparation for a party How to conjugate the verbs “savoir” and “connaitre” When to use the verbs “savoir” and “connaitre” correctly Direct object pronouns Indirect object pronouns Passé compose with avoir Passé compose with être Negative expressions </div> <div> <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using preparations for a party vocabulary to discuss activities to get ready for a party. Using the verbs “savoir” and “connaitre” correctly in a variety of contexts Using past tense forms and negative words to say what hasn’t been done </div> </div>
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COURSE NAME: FRENCH III

Developers: World Language
French Department

Development Date: 2013-14

Instructional Level: French III

Unit: What did you do
yesterday?

Stage 1 Desired Results

ESTABLISHED GOALS: (World
Language State Standards and
ELA CCSS)

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

A.2(B) A.5 (B), B.1 (D) , B.3 (B)
B.5 (B)

Transfer

Students will be able to independently use their learning to talk about tasks they were or were not able to complete and where they were at the time.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about things they and others did and where they and others did them
- How to explain why they and others couldn't do certain things
- How to describe things they and others bought and where they and others bought them

ESSENTIAL QUESTIONS

- What errands have you done in the past month? Where did you go and what did you get accomplished?
- How does your parents' to-do list differ from your to-do list? Who accomplishes more?
- What excuses would people give for why they were unable to accomplish their errands?

Acquisition

Students will KNOW...

- Places in a community and running errands vocabulary
- Past tense(passé compose) of "er" "ir" "re" some irregular verbs
- Past tense with helping verbs "avoir" "etre"
- Direct object nouns
- Negative words : rien, jamais, personne

Students will be skilled at (DO)...

- Using places in a community and running errands vocabulary to discuss tasks accomplished or not accomplished
- Conjugating and using the verbs of "er" "ir" "re" endings and some irregular verbs
- Conjugating and using the verbs "faire, voir, metre, etre, avoir"
- Using direct object pronouns to avoid repeating direct object nouns
- Using direct object pronouns in the correct place within a sentence

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): Test Oral Benchmark Essay (Describe your last weekend) Video Diary (create a dialogue, discussing your past)
	OTHER EVIDENCE: Class activities Pair work Whiteboard practice Worksheets Quiz

COURSE NAME: FRENCH III

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French III</i>	<i>Unit: TV Shows and Movies</i>
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Stage 1 Desired Results

ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS	Transfer	
	<i>Students will be able to independently use their learning to talk about what they saw on television.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to talk about the shows they watched on television How to explain how they were feeling while watching television shows Ask for and give information Ask for preferences Recommend and advise against something 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is your favorite TV show and why? What is your least favorite TV show and why? How can you compare television programming in the U.S. with television programming of French-speaking countries?

4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D-T), A2(D-T), A3(D-T), A4(D-T), A5(D-T) B1(D-T), B2(D), B5(D) C5(D) D3(D) E4(D) G1 H1, H2 I1, I2, I3	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none">• TV show vocabulary• Relative pronouns qui, que, dont• Comparative and superlative degree of comparison for adjectives• Present participles• Interrogative and demonstrative pronouns• C'est and il est	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none">• Using TV show vocabulary to discuss various TV shows and movies• Talking about their favorite TV shows and movies• Using adjectives to describe their feelings
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Listen to different TV shows in French and identify how the speaker feels about it. Read French TV Guide and description of the programs to decide which one you like to watch. Test	
	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities Spontaneous Speaking Activities	

COURSE NAME: FRENCH III			
Developers: World Language French Department	Development Date: 2012-13	Instructional Level: French III	Unit: Shopping for Food and Food Preparation
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D-T), A2(D-T), A3(D-T), A4(D), A5(D-T) B1(D-T), B2(D-T), B4(D-T), B5(D) C2, C3(D-T), C5(D-T) D2 (D-T) E4(D) F1 G1, G2 H1 I1, I2, I3	Transfer		
	Students will be able to independently use their learning to discuss shopping for food and cooking.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about foodHow to talk about food preparation and cookingHow to tell others what not to doShop for groceriesAsk where things are in the store		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How is your favorite food prepared?How are popular food items of various French-speaking countries the same or different as popular U.S. meals?What food dishes in the U.S. and in French-speaking countries are the healthiest/least healthy based on how they are prepared?
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Food and food preparation vocabularyPronouns en and yThe partitivePlacement of object pronounsVerbs écrire/lire/dire		Students will be skilled at (DO)... <ul style="list-style-type: none">Using food and food preparation vocabulary to discuss various food dishes from around the world

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Written and Presentational Rubrics	PERFORMANCE TASK(S): Cooking show Spontaneous speaking : convince the teacher to choose one of students' dishes to try Test Vocabulary
	OTHER EVIDENCE: Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH III

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French III

Unit: Camping

Stage 1 Desired Results

ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular	Transfer	
	<i>Students will be able to independently use their learning to discuss camping.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to say what happened How to describe circumstances How to tell what you will do How to wonder what will happen 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What does a camping trip look like in your family? What do you do? Where do you go? Why do you think camping itself and camping rules are different in other countries How can you a plan a camping trip with your friends? Who brings what?

3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D-T), A2(D-T), A3(D-T), A5(D-T) B1(D-T), B2(D-T) C2(D), C3(D-T), C5(D) D2 (D) H1, H3 I1,I3	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none">Camping activities vocabularyAnimalsExpression être en train deFuturePassé composé	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none">Using camping vocabulary to talk about their own camping tripsUsing vocabulary and grammar to write about and discuss a hair-raising adventure during a camping trip abroad
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Poster on safety and fun at outdoor cookouts Test	
	OTHER EVIDENCE: Vocabulary Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities	

COURSE NAME: FRENCH IV

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French IV

*Unit: Daily Routines and
Preparation*

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1(D), A2(D-T), A3(D-T), A5(D-T)

B1(D-T), B2(D-T)

C4(D)

D2(D-T)

H1, H2,

K4

Transfer

Students will be able to independently use their learning to talk about daily routines and getting ready for special events in Spanish.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about their own daily routines and preparations
- How to talk about the daily routines and preparations of others
- How to talk about the items needed to get ready

ESSENTIAL QUESTIONS

- How could you compare and contrast the daily routines of elementary school students, middle school students, high school students, and working adults?
- What do you need to do when preparing yourself to go to school, on a date, to a special event, to a party, etc.?
- What items does the "average" person need to complete his/her daily routine?
- How do boys' and girls' daily routines tend to differ?

Acquisition

Students will KNOW...

- Daily preparation/getting ready vocabulary
- Reflexive verbs and how to conjugate them

Students will be skilled at (DO)...

- Using daily preparation/getting ready vocabulary to discuss daily routines
- Using reflexive verbs to talk about actions individuals do to or for themselves
- Correctly using relative pronouns to combine sentences

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Listening: Multiple choice for most logical response	PERFORMANCE TASK(S): Chapter Exam <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i>
Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Vocabulary, Reflexive Verbs, Relative pronouns past tense
	OTHER EVIDENCE: Vocabulary Quiz Reflexive Verb Quiz Relative Pronoun Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH IV

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French IV</i>	<i>Unit: Childhood Memories</i>
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Stage 1 Desired Results

ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to discuss what they were like and what they liked to do as a child.</i>	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to discuss childhood toys and games How to talk about activities they used to do 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are some activities that you (you and your friends) always liked to do as a child?

<p>2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School</p> <p>Wisconsin State Standards A1(D), A2(D-T), A3(D-T), A5(D-T) B1(D-T), B2(D-T) C4(D) D2(D-T) H1, H2, K4</p>	<p>as a child</p> <ul style="list-style-type: none"> How to discuss to whom or for whom something is done 	<ul style="list-style-type: none"> How did you behave when you were 5 years old, 10 years old, 13 years old? How could you compare your likes and dislikes as a child with your likes and dislikes now? How do you spend your free time now versus when you were in elementary school?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Childhood games and activities vocabulary Regular imperfect verb tense conjugations Irregular imperfect verb conjugation of être 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using childhood vocabulary to tell what they and others used to do and how they and others used to act as children Using regular and irregular imperfect verb tense conjugations to talk about actions that used to happen or habitually happened in the past
<p align="center">Stage 2 – Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p>		
Evaluative Criteria	Assessment Evidence	
<p>Listening: Multiple choice for most logical response</p> <p>Fill-in-the-blank, conjugate the verb, translations</p>	<p>PERFORMANCE TASK(S):</p> <p><u>Chapter Exam</u></p> <p><u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i></p> <p><u>Written Section:</u> Vocabulary, Imperfect Tense, Irregular Imperfect Conjugation</p>	
	<p>OTHER EVIDENCE:</p> <p>Vocabulary Quiz</p> <p>Imperfect Tense Quiz</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p>	

Class Activities
Partner Activities
Group Activities

COURSE NAME: FRENCH IV

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French IV

Unit: Accidents and Injuries

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1(D), A2(D-T), A3(D-T), A4(D-T),
A5(D-T)

B1(D-T), B2(D), B5(D)

C4(D-T), C5(D-T)

D3(D)

Transfer

Students will be able to independently use their learning to talk about injuries and treatments.

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe an accident scene
- How to talk about injuries and treatments
- How talk about what people were doing when an accident occurred

ESSENTIAL QUESTIONS

- Have you ever been in an accident? What happened?
- Have you ever broken a bone/had a severe injury? What happened?
- What are some common injuries that high school students experience? Why do the injuries occur?

Acquisition

Students will KNOW...

- Accident and injury vocabulary
- Irregular passé composé verbs
- Imperfect progressive tense
- Passé composé versus Imperfect verb tense

Students will be skilled at (DO)...

- Using accident and injury vocabulary
- Using irregular passé composé verbs to talk about events in the past
- Using the imperfect progressive tense with irregular participles
- Distinguishing when to use the passé composé vs. imperfect tense when talking about the past

G1 H1, H2 I1, I3		
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Written: Fill-in-the-blank, short answer, short essay Listening: Multiple choice	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Written Section:</u> Passé Composé Tense, Imperfect Progressive Tense, Vocabulary <u>Listening Section:</u> listen to multiple scenarios and decide what the most logical event was or the illness.	
	OTHER EVIDENCE: Imperfect vs. Passé Composé Quiz Vocabulary Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities	

COURSE NAME: FRENCH IV			
<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French IV</i>	<i>Unit: Driving and Directions</i>
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE	Transfer		
	<i>Students will be able to independently use their learning to discuss driving and give directions for getting to places.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to give directions to places 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the directions from your house 	

<p>2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School</p>	<ul style="list-style-type: none"> How to give a friend directions to complete a certain task How to discuss good and bad driving habits 	<p>to one of your favorite locations?</p> <ul style="list-style-type: none"> What places should a foreign exchange student make sure to visit in Holmen and the surrounding areas? Give directions to some of those places. What habits does a “good” driver have? What habits does a “bad” driver have? What are the directions to complete one of your favorite tasks or activities?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Driving and giving directions vocabulary Irregular commands The verbs conduire, suivre and devoir 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using driving and giving directions vocabulary to tell others how to accomplish various tasks Using regular and irregular positive commands when giving directions Conjugating the verbs conduire, suivre and devoir in present tense and using them in a variety of contexts

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>Listening: Multiple choice for What might come next in conversation</p> <p>Written: Fill-in-the-blank, short answer, short essay</p>	<p>PERFORMANCE TASK(S): Chapter Exam <u>Listening Section:</u> Combines the use of vocabulary and grammar learned <u>Written Section:</u> Vocabulary, Commands, Verbs conduire, suivre & devoir,</p>
	<p>OTHER EVIDENCE: Verb conjugation Quiz Vocabulary Quiz</p>

Observation
Whiteboard Activities
Practice Worksheets
Class Activities
Partner Activities
Group Activities

COURSE NAME: FRENCH IV

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French IV

Unit: House Interior & Exterior

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1(D), A2(D), A3(D), A4(D),
A5(D-T)

Transfer

Students will be able to independently use their learning to discuss their home, its contents and what they do in each room

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about the parts of a house
- How to talk about each room in a house
- How to talk about the furniture in and house.
- How to read classified ads
- How to ask about a rental property

ESSENTIAL QUESTIONS

- What is it like to live in the suburb, city or country? How does it compare to France city, suburb, country living?
- What is inside your house? How do you use it?
- How would you choose an advertisement about a rental and seek more information about it?
- How would you choose between 2 different rental properties?

Acquisition

Students will KNOW...

The location of their home

- Rooms for the house
- Furniture and appliances
- The verb vivre

Students will be skilled at (DO)...

- Using the rooms and furniture of their home to give a tour and describe home
- Use classified ads to formulate questions about a rental

B1(D), B2(D-T), B3 (D), B4 (D) C1(D),C3(D-T) D2 (D-T) H1, H2, H4 I1, I3		<ul style="list-style-type: none"> Conjugating the verb vivre in present tense and using it to describe when and how they live
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
MTV Cribs Project rubric Listening: Multiple choice for most logical response Written: Fill-in-the-blank, short answer, short essay	PERFORMANCE TASK(S): MTV Cribs Video Project: to write a script and film a tour of home indicating at least 5 rooms. Indicate at least 3 items in each room and 2 things done in each room. Chapter Exam Listening Section: Combines the use of vocabulary and grammar learned Written Section: Vocabulary, Demonstrative Adjectives, Verb vivre, Adjectives as Nouns, Reading classified Ads	

COURSE NAME: FRENCH IV			
<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French IV</i>	<i>Unit: Clothing and Shopping</i>
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE	Transfer		
	Students will be able to independently use their learning to describe clothing and fashion and talk about going shopping in French.		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to talk about clothing How to talk about fashion 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> When you go clothing shopping, where do you go, what do you buy, and why? How can you compare and contrast the 	

2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D), A2 (D), A3 (D), A5 (D) B1 (D), B4 (D-T), B5 (D) C5 (D-T) F2 H1, H2, H4 K3	<ul style="list-style-type: none"> How to talk about shopping 	clothing/fashion choices of celebrities in the U.S.A. vs. celebrities in French-speaking countries? <ul style="list-style-type: none"> Who is your fashion icon and why? Where did he/she buy his/her clothing, how much did it cost, what material is the clothing made of, etc.?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Clothing and shopping vocabulary Demonstrative adjectives How to use adjectives as adverbs How to use the comparative and superlative to express preferences 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using clothing and shopping vocabulary to talk about fashion and analyze clothing Discussing where items are located using demonstrative adjectives Using adjectives as adverbs Using the comparative and superlative to express why they like one article of clothing over other(s)
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Listening: Multiple choice for most logical response Written: Fill-in-the-blank, short answer, short essay	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> Combines the use of vocabulary and grammar learned <u>Written Section:</u> Vocabulary, Demonstrative Adjectives, Comparisons, Superlatives, adverbs	
	OTHER EVIDENCE: Comparative/superlative Quiz Vocabulary Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities	

COURSE NAME: FRENCH V

Developers: World Language
French Department

Development Date: 2012-13

Instructional Level: French V

Unit: Day to Day

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin standards

A1(T) A2(T) A3(T) A4(T) A5(T)
B1(D) B2(D) B3(D) B4(B) B5(D)
C1(D) C4(D) C5(D) D1(D) D2(D)
D3(D)

Transfer

Students will be able to independently use their learning to discuss and describe significant events from their past.

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe a person's physical appearance
- How a person cares for their appearance
- How to describe one's daily routine
- How to express how one feels and ask of others

ESSENTIAL QUESTIONS

- How important is personal appearance for French young people and what do they do to enhance it?
- How have artists expressed their concept of beauty?
- How do people begin their daily routine?

Acquisition

Students will KNOW...

- Vocabulary for physical appearance
- Vocabulary for personal care, hygiene and looking good.
- Reflexive verbs
- Use of definite articles

*Students will be skilled at (DO) ...
Communicating and interpreting*

- Using vocabulary to discuss physical appearance
- Using vocabulary to discuss personal care, hygiene and looking good.
- Using Reflexive verbs
- Using of definite articles

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Listening: Match description heard to one of images given	Chapter Exam <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i>
Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Personal Care Vocabulary, Reflexive verbs, predict routine based on what person buys, Definite Articles
	OTHER EVIDENCE: Quizzes Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH V

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French V</i>	<i>Unit: Express yourself</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe ways to express opinions and values through art and music.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to give opinions about art. How to talk about the arts. How to describe the ways artists express themselves. How to discuss important artists of the French speaking world. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can art alter your life? What are the most influential art forms? What are some alternative art forms? 	

Wisconsin standards A1(T) A2(T) A3(T) A4(T) A5(T) B1(D) B2(D) B3(D) B4(B) B5(D) C1(D) C4(D) C5(D) D1(D) D2(D) D3(D)	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary relating to painting, sculpting, music, dance, and acting. The past participle (with the verb être) as an adjective. The different meaning of the same verb in the preterite and the imperfect tenses. 	<i>Students will be skilled at (DO) ... Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary and the past participle as an adjective to discuss and describe art. Demonstrating the different meanings of verbs in the passé composé and imperfect.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Artist Presentation Rubric	PERFORMANCE TASK(S): Oral Presentation: Choose an artist discussed and one of their pieces. Give a brief life and career history of the artist (2-3 paragraphs) Describe what makes it unique and why you like it. Create a visual presentation to go with the information and then present it to the class
	OTHER EVIDENCE: Quizzes Observation Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH V

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French V</i>	<i>Unit: Big Events</i>
Stage 1 Desired Results			
ESTABLISHED GOALS	Transfer		
ACTFL National Standards COMMUNICATION	<i>Students will be able to independently use their learning to discuss and describe significant events from their past.</i>		

1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin standards A1(T) A2(T) A3(T) A4(T) A5(T) B1(D) B2(D) B3(D) B4(B) B5(D) C1(D) C4(D) C5(D) D1(D) D2(D) D3(D)	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to talk about camping trips and environment protection How to talk about the weather and natural phenomena How to describe the natural environment and how to protect it 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What rules should be observed on camping trips in France? How is this different from in the US? What are young people doing to protect the environment? What is green tourism?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for camping. Vocabulary for weather and nature. Vocabulary for the environment. Vocabulary for expressing ideas about protecting the environment. 	<i>Students will be skilled at (DO) ... Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss camping trips. Using vocabulary to discuss the environment Using vocabulary to discuss the if and how we should protect the environment

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Listening: most logical response, dictation Fill-in-the-blank, conjugate the verb, translations	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> Combines the use of vocabulary and grammar learned <u>Written Section:</u> Passé Composé, Imparfait, Passé Composé vs. Imparfait, Weather, Camping vocabulary
	OTHER EVIDENCE: Quizzes Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH V

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French V

*Unit: Maintaining One's
Health*

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School
- Wisconsin standards
- A1(T) A2(T) A3(T) A4(T) A5(T)
- B1(D) B2(D) B3(D) B4(B) B5(D)
- C1(D) C4(D) C5(D) D1(D) D2(D)
- D3(D)

Transfer

Students will be able to independently use their learning to discuss and describe ways to stay healthy through exercise and nutrition.

Meaning

UNDERSTANDINGS

Students will understand...

- How to give advice about health and nutrition.
- How to talk about symptoms and remedies.
- How to feelings in certain situations.
- How to tell express doubt and uncertainty

ESSENTIAL QUESTIONS

- How important is health to one's happiness?
- How do French doctors participate in humanitarian missions around the world?

Acquisition

Students will KNOW...

- The vocabulary for nutrition, exercise and medical symptoms.
- The regular and irregular command verb forms.
- The regular and irregular subjunctive verb forms to express doubt and uncertainty

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss and describe health and exercise.
- Utilizing the regular and irregular command verb forms to indicate what one should and shouldn't do to maintain one's health.
- Utilizing regular and irregular subjunctive verb forms to express doubt and uncertainty

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Listening: multiple choice, best response to the given question	PERFORMANCE TASK(S): Chapter Exam <u>Listening Section:</u> <i>Combines the use of vocabulary and grammar learned</i>
Fill-in-the-blank, conjugate the verb, translations	<u>Written Section:</u> Emergency Dentist, Subjunctive with doubt & uncertainty, Sentiments, Advising commands
	OTHER EVIDENCE: Quizzes Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: FRENCH V

<i>Developers: World Language French Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: French V</i>	<i>Unit: Personal relationships, friendships and family life</i>
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Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational	<i>Students will be able to independently use their learning to discuss and describe ways to make and maintain relationships.</i>	
CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives	Meaning	
CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe degrees of friendship How to express different feelings towards other people How to discuss the state of ones relationship with other people Congratulating, comforting and expressing sympathy for other people 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How important are friends and family to French people? How socially concerned are French young people and what type of social outreach do they do? What is a typical French wedding like?
COMPARISONS 4.1 Language 4.2 Culture		

COMMUNITIES 5.1 Beyond the School Wisconsin standards A1(T) A2(T) A3(T) A4(T) A5(T) B1(D) B2(D) B3(D) B4(B) B5(D) C1(D) C4(D) C5(D) D1(D) D2(D) D3(D)	<ul style="list-style-type: none"> How to describe the various phrases of a person's life 	
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Reciprocal use of reflexive verbs Relative pronouns Relative clauses 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss and describe personal relationships. Using the subjunctive mood after expressions of emotion. Using relative pronouns Using relative clauses
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Listening: most logical response, dictation Fill-in-the-blank, conjugate the verb, respond to questions, personal expression paragraph	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Listening Section:</u> Expressions of sympathy <u>Written Section:</u> Forms of Friendship, Relative Pronouns, Relative Clauses, reciprocal reflexive verbs, Subjunctive with mood	
	OTHER EVIDENCE: Quizzes Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities	

COURSE NAME: FRENCH V

*Developers: World Language
French Department*

Development Date: 2012-13

Instructional Level: French V

*Unit: University Studies and
Careers*

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School
- Wisconsin standards
- A1(T) A2(T) A3(T) A4(T) A5(T)
- B1(D) B2(D) B3(D) B4(B) B5(D)
- C1(D) C4(D) C5(D) D1(D) D2(D)
- D3(D)

Transfer

Students will be able to independently use their learning to discuss and describe studying for a career and obtaining and performing a job.

Meaning

UNDERSTANDINGS

Students will understand...

- How to decide on a college major
- How plan for a career
- How to look for a job

ESSENTIAL QUESTIONS

- How important is academic success to French young people?
- What does one do after graduation?
- How does one interview for a job?

Acquisition

Students will KNOW...

- Vocabulary university courses, professions and different industries
- The use of present participle, "pour" + infinitive, and "pour que" + perfect subjunctive.
- The infinitive or subjunctive after various prepositions

*Students will be skilled at (DO)...
Communicating and interpreting*

- Using the vocabulary to discuss and describe Vocabulary university courses, professions and different industries
- Using the present participle, "pour" + infinitive, and "pour que" + perfect subjunctive
- Using infinitive or subjunctive after various prepositions

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Listening: most logical
response to given question,

Assessment Evidence

PERFORMANCE TASK(S):
Chapter Exam

<p>T/f based on conversation played detailing future jobs</p> <p>Fill-in-the-blank, conjugate the verb in correct tense, respond to questions, personal expression paragraph</p>	<p><u>Listening Section:</u> <i>Expressions of sympathy</i></p> <p><u>Written Section:</u> University Classes, Careers, Prepositions + Infinitive vs, Subjunctive,</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">QuizzesObservationWhiteboard ActivitiesPractice WorksheetsClass ActivitiesPartner ActivitiesGroup Activities

COURSE NAME: SPANISH I

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish I

*Unit: Basic Introductory
Spanish Communication*

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A.1(B) A.2(B)

B.1(B) B.2(B) B.3(B)

C.3(B)

Transfer

Students will be able to independently use their learning to discuss and describe school, class, and weather in Spanish.

Meaning

UNDERSTANDINGS

Students will understand...

- How to have a basic conversation.
- How to express dates.
- How to express the weather.
- How to tell time.
- How to name body parts.
- How to name classroom objects.

ESSENTIAL QUESTIONS

- How could you reword a conversation with a friend to a conversation with a teacher?
- What is your favorite time of the year and why?
- How could you use letters and basic numbers to communicate information about yourself?

Acquisition

Students will KNOW...

- *Basic greetings and farewells.*
- *When to use tú vs. Usted in a basic conversation.*
- The days of the week.
- The months of year.
- Numbers 1-100.
- Weather expressions.
- Time expressions.
- Names of body parts.
- Names of classroom objects.

*Students will be skilled at (DO)...
Communicating and interpreting*

- Greeting and conversing with younger and older people at different times of the day.
- Counting classroom objects and body parts.
- Weather scenarios for different seasons of the year.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Test Questions	PERFORMANCE TASK(S): Parte 1. Escuchar Identify the numbers and letters that you hear. Parte 2. Leer Read the calendar and identify the dates and times that certain events are on. Parte 3. Escribir Write where the appropriate body parts are on the “monster” and write what classroom objects it has. Parte 4. Hablar Say a greeting, ask how someone is feeling (taking into account their age), ask someone their age, and say a farewell.
	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH I

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish I

Unit: Likes and Dislikes

Stage 1 Desired Results

ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe activities they like to do and do not like to do.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i>	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Which classmates have similar and

CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A.1(B) A.2(B) A.3(B) B.1(B) B.2(B) B.3(B) B.4(B)	<ul style="list-style-type: none"> How to ask what a person likes to do. How to say what they like and don't like to do. 	dissimilar likes than mine? <ul style="list-style-type: none"> What famous people have similar likes and dislikes? How can you discover likes or dislikes of others?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for activities (infinitives). The 'me/te gusta' verb form. The question word 'what?'. Words for agreement or disagreement of likes. Conjunction words 'y' and 'o'. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to tell about activities they like to do and don't like to do. Expressing agreement or disagreement of likes or dislikes.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test Questions	<p>PERFORMANCE TASK(S):</p> <p><u>Parte 1. Escuchar</u>- Listen to voicemails from students looking for a “match up” to the homecoming dance. Each caller was asked to tell two things he or she likes to do and one thing he or she does not like to do. You're helping out by listening to the voicemails that were recorded in Spanish. Look at the WORDS ON THE LEFT on your answer sheet, and match the WORDS to the information given by each caller. Be careful! The callers do not always give the information in the same order.</p> <p><u>Parte 2. Leer</u>- Read the following passage about “JuanJo” and answer the questions that follow. <i>¡Hola! A mí me gusta mucho usar la computadora, tocar la guitarra y escuchar música. No me gusta ni ir a la escuela ni leer. En julio y agosto me gusta nadar y en diciembre y enero me gusta esquiar. También en la escuela me gusta pasar tiempo con amigos y cantar en el baño. En la clase de español me gusta mucho trabajar, escribir cuentos y hablar completamente en español, pero no me gusta nada hablar por teléfono.</i></p> <p><u>Parte 3. Escribir</u> Write a letter to a friend that includes the following</p> <ul style="list-style-type: none"> A greeting 	

	<ul style="list-style-type: none"> - The date and time - The weather outside - List at least 2 things you like to do - List at least 2 things you don't like to do - List at least 1 thing you don't like to do at all - Ask your friend what he/she likes to do - Ask if your friend likes to do a certain activity - A farewell <p><u>Parte 4. Hablar</u> The student can: Indicate the time, Indicate the date Indicate the weather, Say appropriate greeting, Indicate what she/he likes to do or does not like to do, Ask what someone likes to do Follow up question with appropriate comment ,Say appropriate farewell</p>
	<p>OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

COURSE NAME: SPANISH I			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish I</i>	<i>Unit: Personality Types</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe the personality traits of themselves and others.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> • How to describe their friends and other 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What are the essential qualities of a good friend? 	

2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A.2(B) A.3(B) B.1(B) B.2(B) B.3(B) B.4(B) B.5(B)	people. <ul style="list-style-type: none"> How to ask what a person's personality traits are. How to respond when someone asks them what their personality traits are. 	<ul style="list-style-type: none"> What personality traits make it easier to make new friends? What well known people are examples of positive personality traits and negative personality traits.
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary that describes personality. Adjective noun agreement. The present tense verb 'to be'/ser. Definite articles. Indefinite articles. The 'le gusta' verb form. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using personality vocabulary to tell what their personality traits are and to ask what other's personality traits are. Using the verb 'gusta' to indicate what personality traits they like and don't like.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Test Questions	<p>PERFORMANCE TASK(S):</p> <p><u>Parte 1. Escuchar</u> Listen as people talk about their friends. They each have at least one good thing to say about the friend, but they also mention personality flaws. As you listen, look at the pictures in the grid that represent personality traits. Put one check mark in the column that corresponds to the good trait and one check mark in the column that corresponds to the flaw that you hear for each person. You will hear each set of statements twice.</p> <p><u>Parte 2. Leer</u>- Read the following passage about Selena Gomez and another person then answer the questions that follow.</p> <p><i>Selena Gomez no es mi amiga porque ella es muy diferente a mí. Primero, le gusta cantar y bailar mucho y yo no soy muy talentoso. Yo soy muy deportista y me gusta mucho correr y pasar tiempo con amigos en mi escuela. También Justin Bieber es amigo de Selena y a mi no me gusta Justin Bieber. En la tele y en las revistas, Selena siempre es muy ordenada y paciente, le gusta hablar con muchas personas porque ella es muy sociable. Yo soy atrevido y desordenado y me gusta jugar deportes y hablar con solo uno o dos amigos.</i></p> <p><u>Parte 3. Escribir</u></p> <p>Write a letter to a friend that includes the following</p>

	<p>A greeting, The date and time, The weather outside, Ask your friend what he/she likes to do, Indicate one thing that you like or don't like to do, Indicate at least 1 personality trait that you always are, Indicate at least 1 personality trait that you sometimes are, Indicate at least 1 personality trait that you never are, Indicate at least 1 personality trait that you are not, Ask your friend what he/she is like, Ask if your friend has a certain personality trait, A farewell</p> <p><u>Parte 4. Hablar</u></p> <p>The student can: Indicate the time, Indicate the date, Indicate the weather, Say appropriate greeting, Ask and respond to a question of likes or dislikes, Indicate what his or her personality trait, Ask what someone else's personality trait, Follow up question with appropriate comment, Say appropriate farewell</p>
	<p>OTHER EVIDENCE:</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p> <p>Class Activities</p> <p>Partner Activities</p> <p>Group Activities</p>

COURSE NAME: SPANISH I

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish I</i>	<i>Unit: School Day</i>
Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p>	Transfer		
	<p><i>Students will be able to independently use their learning to discuss and describe the schedule of a school day and what students do in their classes.</i></p>		
	Meaning		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How to describe their school day. How to describe the order of the school day. How to describe what people do during a school day. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What would be an ideal schedule for your school day? What classes will you need to take in order to do what you want to do after high school? 	

3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A.2(B) B.1(B) B.2(B) B.3(B) B.4(B)	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none">• Vocabulary related to the school day.• The ordinal numbers 1-10.• The subject pronouns.• The regular present tense ‘ar’ endings of ‘ar’ verbs.	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none">• Using vocabulary about the school day to tell what classes they and other students have.• Using vocabulary to indicate what classes they like and don’t like and why.• Using regular ‘ar’ verbs to indicate what people do or don’t do in their classes.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test Questions	PERFORMANCE TASK(S): <u>Parte 1. Escuchar-</u> Listen as students talk to each other about the classes on their new schedules. Some students like their classes and others don’t. As each student describes a class, place a check mark in each column that matches a reason he or she gives for either liking or disliking the class. <u>Parte 2. Leer-</u> Read the following passage about Luke Bryan’s day and answer the questions that follow. En la primera hora Luke Bryan está en la clase de español. Le gusta la clase porque es muy divertida y la profesora enseña la clase muy bien. En la segunda hora, Luke está en la clase de matemáticas. Luke es muy inteligente y la clase es muy fácil. En la tercera hora Luke y su amiga Carrie Underwood estudian libros interesantes en la clase de inglés. En el almuerzo Luke y Carrie hablan mucho y leen revistas. Finalmente, en la cuarta hora, Luke y sus amigos cantan y bailan mucho en la clase de música. <u>Parte 3. Escribir-</u> Write a letter to a friend that includes the following A greeting. The date and time. The weather outside. Ask your friend what he/she likes to do. Indicate one thing that you like or don’t like to do. Ask what your friend what his or her personality is like. Indicate at least 1 personality trait that you are or are not. Indicate 3 classes that you have, what hour you have them, and why you like them or not. Ask your friend who their favorite teacher is and why. A farewell. <u>Parte 4. Hablar-</u> The student can: Indicate the time. Indicate the date. Indicate what the weather is like. Say appropriate greeting. Ask and respond to a question of likes or dislikes. Ask and respond	

	to a question of personality traits. Make a follow up question or comment. Can indicate what he/she does with his/her friends. Can indicate what his/her friends do. Can indicate what he/she does. Can respond to a follow question. Say appropriate farewell.
	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH I

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish I</i>	<i>Unit: The Classroom</i>
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Stage 1 Desired Results

ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe a classroom and the locations of the objects inside it.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe where classroom objects are. How to ask where classroom objects are. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What classroom objects are the same and which are different from when the student started elementary school? What classroom objects that they don't have would help them learn more?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for classroom objects. Vocabulary words for location. The present verb form of 'to be' / estar. Possessive pronouns. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to indicate the location of classroom objects. Using possessive pronouns to indicate what objects belong to whom.

A.2(B) B.1(B) B.2(B) B.3(B) B.4(B) C.3(B)		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <p><u>Parte 1. Escuchar-</u> Listen to the following people describe where an item is in the school. Identify what the object is, what classroom it is in, and where in the classroom it is.</p> <p><u>Parte 2. Leer-</u> Read the following passage about Aaron Rodgers and answer the questions that follow. ¡Aaron Rodgers es un fanático de chocolate! Él necesita chocolate, pero hay un problema, Aaron no tiene el chocolate. Primero, Aaron busca (looks for) el chocolate en su mochila, pero no hay nada. Él busca detrás del escritorio y hay una pizza, pero no hay chocolate. Aaron ve por la ventana y ve que Christian Ponder y Adrian Peterson comen chocolate y Aaron no está feliz. Aaron continua buscando el chocolate debajo de la mesa, al lado de la puerta y encima del sacapuntas. Al final, Aaron ve que hay chocolate en la papelera, pero decide que no es buena idea comer chocolate de la papelera.</p> <p><u>Parte 3. Escribir</u> Write 1 sentence describing the personality of one of the people/characters in the room. Write 1 sentence describing what one of the people/characters likes to do. Write 1 sentence indicating the quantity of objects in the room. Write 5 sentences describing where the objects are in the classroom.</p> <p><u>Parte 4. Hablar</u> The student can: Indicate the time. Indicate the date. Indicate what the weather is like. Say appropriate greeting. Ask about and indicate activity preference. Ask about and indicate personality preference. Ask and verify where a class room object is in a photo. Indicate where a classroom object is in a photo. Say appropriate farewell.</p>	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities 	

COURSE NAME: SPANISH I

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish I

Unit: Breakfast and Lunch

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A.3(B)

B.1(B)

C.1(B)

Transfer

Students will be able to independently use their learning to discuss and describe the foods and beverages that they like and don't like for breakfast and lunch.

Meaning

UNDERSTANDINGS

Students will understand...

- How to indicate what foods and beverages they consume for breakfast and lunch.
- How to ask what others consume for breakfast and lunch.
- How to express what they like and don't like to consume for breakfast and lunch.

ESSENTIAL QUESTIONS

- What is the most disgusting combination of food that you could make for breakfast or lunch?
- What is the most delicious combination of food that you could make for breakfast or lunch?
- What food or beverage do you wish you could consume for breakfast or lunch that you can't consume currently?

Acquisition

Students will KNOW...

- Vocabulary for foods and beverages for breakfast and lunch.
- Vocabulary for frequency or infrequency.
- The present verb from 'encantar'.
- The present tense verb endings for regular 'er' and 'ir' verbs.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss the foods and beverages that the students and others consume for breakfast and lunch.
- Using regular 'er' and 'ir' verbs to indicate who consumes foods and beverages for breakfast and lunch.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p><u>Parte 1. Escuchar-</u> Write down what foods or beverages each individual consumes</p> <p><u>Parte 2. Leer-</u> Read the following passage about Ashton and Mila, then answer the questions that follow. Hay un chico que se llama Ashton. A Ashton le encanta comer comida. Él come frutas, verduras, ensaladas y bebe jugos y leche. Un día en el almuerzo, Ashton come un sandwich de queso, y ve a una chica que se llama Mila. Ashton camina a Mila y dice (says), “Me encanta comer, ¿puedo comer contigo?” Y Mila dice, “Sí.” Ashton dice, “¿Te gusta comer el yogur de fresas?” y Mila dice, “No, pero me encanta comer pizza de jamón y piña.” Ashton dice, “Te gusta comer los plátanos?” y Mila dice, “¡Qué asco! Yo nunca como los plátanos, pero me gusta beber café.” Ashton dice muy románticamente, “Te gustaría beber un café conmigo mañana en Jacqelon’s?” Y Mila dice, “Sí, a la una de la tarde.” Ashton está súper feliz y baila a la clase de español.</p> <p><u>Parte 3. Escribir</u> You are at the doctor’s office in Spain and he/she needs information about your diet. Write eight sentences that indicate the following: A food or foods that you like, when you like to eat them, and why you like them. A food or foods that you love, when you love to eat them, and why you love them. A food or foods that you don’t like, when you don’t eat them, and why you don’t like them. A food or foods that you really don’t like, when you don’t eat them, and why you don’t like them at all. A beverage or beverages that you like, when you like to drink them, and why you like them. A beverage or beverages that you love, when you like to drink them, and why you like them. A beverage or beverages that you don’t like, when you don’t like to drink them, and why you don’t like them. A beverage or beverages that you really don’t like, when you don’t love to drink them, and why you don’t love them.</p> <p><u>Parte 4. Hablar</u> The student can: Indicate the time. Indicate the date. Indicate what the weather is like. Say appropriate greeting. Ask what a person’s favorite food is. Indicate what his/her favorite food is. Ask if a person drinks a certain beverage. Indicate what beverage he/she drinks. Make a follow up response to a question. Say appropriate farewell</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH I

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish I

Unit: Health and Dinner

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A.1(B) A.2(B) A.3(B)

B.1(B) B.2(B) B.3(B) B.4(B)

C.1(B)

Transfer

Students will be able to independently use their learning to discuss and describe food and beverages for dinner and what activities they do to maintain their health.

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe dinner foods and preferences.
- How to discuss healthy and unhealthy routines.
- How to indicate hunger and thirst.

ESSENTIAL QUESTIONS

- What are the extreme diets of high performing athletes?
- What foods in other countries would mainstream U.S. culture find unpalatable?
- What extreme sports would be good for high school?

Acquisition

Students will KNOW...

- Vocabulary for healthy activities, main entrees and side dishes.
- The present tense verb form 'tener'/ to have to indicate hunger and thirst.
- The present tense verb form 'hacer'/ to do.
- The present tense verb form 'preferir'/to prefer.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss what students and others have for dinner and why.
- Using vocabulary to discuss what healthy activities students prefer to participate in.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria

Assessment Evidence

Test Questions

PERFORMANCE TASK(S):

Parte 1. Escuchar-

	<p>Listen to the following people describe what they do. Indicate whether they, spend time with friends, watch t.v., eat pastries or ice cream, lift weights, or study.</p> <p><u>Parte 2. Leer-</u> Use the menu from Sanborns Restaurant on the back to answer the following questions.</p> <p><u>Parte 3. Escribir</u> Write 4 things you should do to maintain your health and why. Write 4 things you shouldn't do to maintain your health and why. (and indicate how frequently you should or shouldn't do the activity, i.e. every day, never or always)</p> <p><u>Parte 4. Hablar</u> The student can: Indicate the time. Indicate the date. Indicate what the weather is like. Say appropriate greeting. Ask if he or she should do something to stay healthy. Indicate what a person should do to stay healthy. Say appropriate farewell. Make a follow up response to a question or response.</p>
	<p>OTHER EVIDENCE:</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p> <p>Class Activities</p> <p>Partner Activities</p> <p>Group Activities</p>

COURSE NAME: SPANISH I

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish I</i>	<i>Unit: Destinations</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to discuss and describe the places they visit and when and with whom they go there.</i>		
	<i>Meaning</i>		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to talk about places and destinations. How to tell where you go. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What places would you go to in order to have your ideal shopping trip? What places would you visit for your ideal 	

2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A.1(B) A.2(B) B.1(B) B.2(B) B.3(B) B.4(B)	<ul style="list-style-type: none"> How to talk about when things are done. 	vacation? <ul style="list-style-type: none"> With whom would you like to travel the world with?
	Acquisition	
	<i>Students will KNOW... (Targets)</i> <ul style="list-style-type: none"> Vocabulary about destinations/places. Vocabulary to indicate when things occur. The present tense verb form 'ir' 	<i>Students will be skilled at (DO)... Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss where they go Using vocabulary to discuss with whom they go places. Using vocabulary to discuss when they go places.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test Questions	PERFORMANCE TASK(S): <u>Parte 1. Escuchar-</u> Listen as the following people change their minds about about their plans. Did they change their mind because of where an event was, who was going to the event, when the event took place, or why the event was taking place. <u>Parte 2. Leer-</u> Use the schedule from this Colombian school on the back to answer the following questions. <u>Parte 3. Escribir</u> Write where you, you and your friends, one friend, and a group of friends (without you) go in general for each day of the week in order to do something and why you do it. <u>Parte 4. Hablar</u> The student can: Indicate the time. Indicate the date. Indicate what the weather is like. Say appropriate greeting. Indicate what he/she will do this weekend. Can respond appropriately to a follow up question. Ask what someone will do this weekend. Make an appropriate follow up question. Say appropriate farewell.	
	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets	

Class Activities
Partner Activities
Group Activities

COURSE NAME: SPANISH I

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish I

Unit: Invitations to participate

Stage 1 Desired Results

ESTABLISHED GOALS

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

Transfer

Students will be able to independently use their learning to discuss and describe inviting others to participate in activities outside of school.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about leisure activities.
- How to extend an invitation to do an activity.
- How to accept or decline an invitation to do something.

ESSENTIAL QUESTIONS

- What after school activities would you prefer to do with a friend or friends?
- How would you ask a new student to participate in an activity with you?
- What would be appropriate ways to respond to an invitation to participate in an activity?

Acquisition

Students will KNOW...

- Vocabulary about leisure activities.
- Vocabulary to extend, accept, or decline an invitation.
- The present tense verb form 'jugar' to play.
- The present tense verb form 'querer' to want.
- The present tense verb form 'tener' to have in the idiomatic expression 'tener que + infinitive' to have to do something.

Students will be skilled at (DO)...

Communicating and interpreting

- Using vocabulary to discuss leisure activities.
- Using vocabulary to invite others to participate in activities.
- Using vocabulary to accept or decline invitations to participate in activities.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
	Assessments will be developed and implemented for this unit based on time and student progress.

COURSE NAME: SPANISH II

<i>Developers: World Language Spanish Department</i>	<i>Development Date: August 2013 – February 2014</i>	<i>Instructional Level: Spanish II</i>	<i>Unit: Family</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS: STATE & ACTFL STANDARDS CCSS Wisconsin State Standards: A1(B), A2(B), A3(B, D), A4(B-D) B1(D), B2(B-D), B3(B), B4(B) C2(B), C4(B), C5(B) D2(B), D3(B), D4(B) E4(B-D) F1 G2 H1 I1, I2, I3 ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS</p>	Transfer	
	<i>Students will be able to independently use their learning to discuss and describe family members and family celebrations.</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand . . .</i></p> <ul style="list-style-type: none"> • How to talk about their family members • How to talk about others families • How to describe family members and the things they have • How to describe family celebrations in the Mexican and American families 	<p>ESSENTIAL QUESTIONS: What are the important family celebrations in the Mexican and American families?</p> <ul style="list-style-type: none"> • How do American families differ from Mexican families with regard to members and size? • How can you compare and contrast family members?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Family vocab • Verb Tener – conjugations and use • Possessive adjectives 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using possessive adjectives to describe theirs and others family members • Use the verb tener to talk about things they have and they have to do

3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Family Photo Album Rubric	PERFORMANCE TASK(S): Family photo album <ul style="list-style-type: none"> • 15 family photos • 5 – 10 present tense sentences about photo Sentences will use forms of tener, possessive articles, family vocabulary • Typed or written legibly and NOT on construction paper • Creatively decorated to reflect family member in photo • Cover page with title 	
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • white board activity • observation • pair work 	

COURSE NAME: SPANISH II

<i>Developers: World Language Spanish Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: Spanish II</i>	<i>Unit: Restaurants / Dining Out</i>
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Stage 1 Desired Results

<p>STABLISHED GOALS: STATE & ACTFL STANDARDS CCSS</p> <p>Wisconsin State Standards: A2(B-D), A3(B-D), A4(B-D) B1(B-D), B4(B), B5(B) C1(B), C2(B) D1(B-D), D2(B-D), D3(D) F1, F2 G2 H2, H3, H4 I1, I2, I3 K1, K2, K3, K4</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal 1.2 Interpretive 1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives 2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular 3.2 Target Culture</p> <p>COMPARISONS</p> <p>4.1 Language 4.2 Culture</p> <p>COMMUNITIES</p> <p>5.1 Beyond the School</p>	Transfer	
	<i>Students will be able to independently use their learning to be able to order a meal in a restaurant.</i>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand . . .</i></p> <ul style="list-style-type: none"> The importance of correct gestures used in getting a waiter's attention How a table setting is laid out in a restaurant versus at home What is considered "casual" dining vs. "formal" dining 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> In restaurants in different countries, how would you get a waiter's attention? How would eating at a restaurant differ from eating at home? How would you and your friends' orders change if you were hanging out after school vs. out to celebrate a special occasion?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> <i>Venir</i> <i>Ser & Estar</i> <i>Restaurant / Meal vocabulary</i> <i>Enhanced adjectives with -ísimo</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Conjugating and using venir Knowing and using the forms of "to be" correctly Identifying pieces in a table setting Modifying adjectives with the -ísimo endings to show exaggeration
<p>Stage 2 - Evidence</p> <p><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p>		
Evaluative Criteria	Assessment Evidence	

Restaurant Rubric	PERFORMANCE TASK(S) -Restaurant skit <ul style="list-style-type: none"> • Discuss food on menu • Discuss about the atmosphere • Comment on waiter/waitress • Order meals • Discuss quality of mean • General conversation while awaiting meal
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Conversations • Observations • Games • Pair work • Vocabulary quizzes

COURSE NAME: SPANISH II

<i>Developers: World Language Spanish Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: Spanish II</i>	<i>Unit: My Room</i>
Stage 1 Desired Results			
ESTABLISHED GOALS: STATE & ACTFL STANDARDS CCSS WISCONSIN STATE STANDARDS A1(B), A2(B-D), A3(B), A4(B) B1(B-D), B2(B), B5(B) C1(B), C2(B), C5(B) D2(B), D3 (B,D) F1, F2	Transfer		
	<i>Students will be able to independently use their learning to discuss the décor and purpose of their s and others' rooms.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand:</i> <ul style="list-style-type: none"> • How to describe bedrooms and furnishings within • How to explain what they use their room for 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What would be the make-up of different bedrooms (i.e. your little sister's, your parents', your friends'? • What is the purpose of your room? • If one could design the "perfect" room, what 	

G1 H1, H3 I1, I2, I3 ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	<ul style="list-style-type: none"> All aspects of a bedroom 	would it look like?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Bedroom specific vocabulary Comparisons Superlatives Stem changing infinitives – poder & dormir 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Identifying objects in and necessary for bedroom décor Describing their rooms in comparison to others' rooms Conjugating and using poder and dormir
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test questions	Written & Oral Assessment Writing prompt – Your family has just moved to a new home. The rooms are not completed so you can “design” your “perfect” room. Include in your description – paint color, furniture, uses of the room, arrangement /location of furniture Oral prompt – Compare your bedroom to your best friend’s bedroom. What is better than or worse than your friend’s? What is the best part of your bedroom and what is the worst part? Tell how many hours you spend sleeping in your room on different days of the week. What else are you able to do in your bedroom?	
	<ul style="list-style-type: none"> Conversations 	

- Observations
- Games
- Pair work
- Quizzes
- White board activities

COURSE NAME: SPANISH II

*Developers: World Language
Spanish Department*

*Development Date: August
2013*

Instructional Level: Spanish II

Unit: Houses and Homes

Stage 1 Desired Results

ESTABLISHED GOALS:

STATE & ACTFL STANDARDS
CCSS

WISCONSIN STATE STANDARDS

A1(B-D), A2(B-D), A3(B), A4(B)

B1(B-D), B2(B), B5(B)

C1(B), C2(B), C3(B), C4(B)

D1(B), D2(B-D)

E1 (B)

F1, F2

G1

H1, H2, H3, H5

ACTFL National Standards

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

Transfer

Students will be able to independently use their learning to discuss houses, where they live, and the household chores that have to be done to maintain a house.

Meaning

UNDERSTANDINGS

Students will understand...

- The chores that need to be completed for a clean house
- How to tell about a chore they are doing to a younger brother or sister
- How to tell a family member or friend what to do

ESSENTIAL QUESTIONS

- What would be the chores involved in a thorough cleaning (spring or fall)?
- How would you explain what you chores you are doing to someone who didn't know?
- Your mother has left a list of chores to do in the house and you are in charge, how do you tell your younger brother and sister what to do?

Acquisition

Students will KNOW...

- House specific vocabulary
- Tú commands

Students will be skilled at (DO)...

- Talking about their homes and others homes and the furnishings in them
- Giving commands to another member of

CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School	<ul style="list-style-type: none"> • Present progressive 	the family <ul style="list-style-type: none"> • Telling what is going on at a specific moment
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Floor Plan Rubric	-Floor Plan <ul style="list-style-type: none"> • design “dream” house floor plan • label rooms • write sales description of home • “Sell” the home 	
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • Conversations / pair work • Workbook review • Games – Simon dice • Whiteboard activities • Mini-dialogues 	

COURSE NAME: SPANISH II

<i>Developers: World Language Spanish Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: Spanish II</i>	<i>Unit: Shopping</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS: STATE & ACTFL STANDARDS CCSS</p> <p>WISCONSIN STATE STANDARDS A1(B), A2(B), A3(B-D), A4(B-D), A5(B) B1(B), B2(B), B3(B) C2(B), C3(B), C4(B) D1(B), D2(B), D3(B) E1(B), E4(B) F1,2 G1 H1, H2, H3, H4, H5 I1, I2, I3</p> <p>ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School</p>	Transfer	
	<i>Students will be able to independently use their learning to shop for clothing including comparing prices, how things fit, and asking questions for assistance.</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand. . .</i></p> <ul style="list-style-type: none"> Necessary parts of making an informed purchase How to check an item for size, length, etc. when buying the “right” article of clothing How to barter and its purpose How to talk about purchases made in the past How to use direct objects pronouns as substitutes for nouns 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What information do you ask a sales clerk to get help in making purchases? When looking for clothing, what are the essential parts of getting the “right” article of clothing? When is it okay to barter for wanted items and how does this happen? What are the things that you need to consider when shopping for a gift?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Numbers from 200 – 1000 Clothing vocabulary Shopping vocabulary Stem changing infinitives querer, preferir, pensar Preterit tense of –ar infinitives Demonstrative articles Direct object pronouns 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using numbers from 0 – 1000 in talking about prices and quantity Talking about how clothing fits them and others Sharing what they want versus what they need Asking for information with regard to their purchases Discussing comparisons between two items Talking about what was purchased in the past

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Mercado Rubric	<p>PERFORMANCE TASK(S):</p> <p>-Mercado Skit</p> <ul style="list-style-type: none"> • plan a trip to the market • create shopping list and discuss why each item is necessary • try on clothing in the market and discuss “fit” • barter with “clerk” on cost of items • distinguish between items in the front of the store vs. the back of the store • make purchase and discuss your “find” or success on the way out
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Quizzes • Conversations / pair work • Workbook review • Games • Whiteboard activities • Mini-dialogues

COURSE NAME: SPANISH II

Developers: World Language
Spanish Department

Development Date: August
2013

Instructional Level: Spanish II

Unit: Vacations

Stage 1 Desired Results

ESTABLISHED GOALS (Which
Content & CCSS from multiple
strands (e.g. reading, writing,
language, speaking, listening &
content) can be integrated?)

ESTABLISHED GOALS:

STATE & ACTFL STANDARDS
CCSS

WISCONSIN STATE STANDARDS

A1(B-D), A2(B-D), A3(B), A4(B),
A5(B)

B1(B), B2(B), B3(B), B5(B)

C2(B), C3(B), C4(B), C5(B)

D2(B, D), D3(B, D),

E1(B,D), E3(B)

F1, 2

G1

H1, H2, H3, H5

I1, I2

ACTFL National Standards

COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

Transfer

Students will be able to independently use their learning to share their vacation travels.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about things to do on vacation
- How to describe places to visit while on vacation
- Cultural perspectives on travel and vacation

ESSENTIAL QUESTIONS

- When planning a vacation, what are all the things that need to be considered?
- From your last vacation, describe all the aspects of the vacation so your audience feels as if they are there
- How is travel and vacation approached in other countries?

Acquisition

Students will KNOW...

- Vacation vocabulary
- Modes of transportation
- Preterite tense of –er and –ir infinitives
- Preterite tense of ir
- Personal a

Students will be skilled at (DO)...

- Explaining how to get to a vacation spot
- Sharing what activities are available when on vacation
- Share with others their vacation

2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Travel Brochure Rubric	PERFORMANCE TASK(S): Travel Brochure <ul style="list-style-type: none"> • Research a vacation destination in a Spanish speaking country • Create an outline of “why visit ?????” • Compile things to do at your destination • Cost • Alternate excursions • Reviews on the destination 	
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • Conversations / pair work • Workbook review • Games • Whiteboard activities • Mini-dialogues 	

COURSE NAME: SPANISH II

<i>Developers: World Language Spanish Department</i>	<i>Development Date: August 2013</i>	<i>Instructional Level: Spanish II</i>	<i>Unit: Community Service</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>STATE & ACTFL STANDARDS</p> <p>CCSS</p> <p>WISCONSIN STATE STANDARDS</p> <p>WISCONSIN STATE STANDARDS</p> <p>A1(B-D), A2(B-D), A3(B), A4(B), A5(B)</p> <p>B1(B), B2(B), B3(B), B5(B)</p> <p>C2(B), C3(B), C4(B), C5(B)</p> <p>D2(B, D), D3(B, D), E1(B,D), E3(B)</p> <p>F1, 2</p> <p>G1</p> <p>H1, H2, H3, H5</p> <p>I1, I2</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p>	Transfer	
	<i>Students will be able to independently use their learning</i>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <i>How to discuss volunteer work and ways to protect the environment</i> <i>How to talk about what people say</i> <i>How to talk about what people did for others</i> <i>How different country's cultural perspectives apply to volunteer work</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is volunteering for service projects a necessary part of life? What are obstacles that get in the way of community service? Why do communities need people to do volunteer work?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Volunteer and service vocabulary Nouns with –dad, -tad, -ción, -sión endings Conjugation of decir Function and purpose of indirect object pronouns Past tense of hacer and dar 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Explaining volunteer opportunities Sharing their volunteer experiences Explain the cultural perspectives on volunteering.

3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School		
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Community Service Rubric	PERFORMANCE TASK(S): Community Service Project <ul style="list-style-type: none"> You and a partner choose/create a community service project that will be a portfolio presentation Explain the benefits of your project Explain to whom the project is beneficial Create a committee to carry out your project and the jobs of each person Explain the cultural differences between doing this project in the US vs. a Spanish speaking country How long will the project last What type of manpower and materials does the project need to be completed? 	
	OTHER EVIDENCE: <ul style="list-style-type: none"> Quizzes Conversations / pair work Workbook review Games Whiteboard activities Mini-dialogues 	

COURSE NAME: SPANISH III			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish III	Unit: School
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D), A2 (D), A3 (D), A4 (T), A5 (D) B1 (D), B2 (D), B4 (D) C5 (D) D3 (D) G1 H1, H2, H3, H4, H5 I2, I3 K3	Transfer		
	Students will be able to independently use their learning to discuss and describe classroom objects, activities, and rules.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about school activitiesHow to talk about school rulesHow to talk about items needed for class		ESSENTIAL QUESTIONS <ul style="list-style-type: none">How could you compare/contrast rules and activities in different classes?How could you compare/contrast your school to a school in a Spanish-speaking country?What rules would you implement if you were principal of a school/if you were a rebellious student of a school?
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Classroom vocabularyAffirmative and negative wordsHow to conjugate stem changing verbs in the present tenseHow to state and create positive and negative rules/expectations		Students will be skilled at (DO)... <ul style="list-style-type: none">Using classroom vocabulary to discuss their school and classes as well as schools and classes in Spanish-speaking countriesUsing affirmative and negative words to discuss classroom atmospheres and expectationsUsing stem changing verbs in the present tense to discuss common school expectationsUsing the “tener + que + inf.”, “hay + que + inf.”, “se prohíbe + inf.” formulas to state and create rules

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p><u>“Director(a) por un día” Rubric</u></p> <p>Fill-in-the-blank, conjugate the verb, professor vs. estudiante</p> <p>Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p><u>“Director(a) por un día” Project</u></p> <p><u>Parte I</u> - You have been invited to be principal for a day and your task is to create some new school rules. You want to create a very supportive environment where people will learn and succeed. On one side of your poster create 6 new rules - include 2 things it’s necessary for students to do, 2 things students have to do, and 2 things students are forbidden to do. Illustrate the rules you create.</p> <p><u>Parte II</u> - You are a disrespectful student who does what he/she wants and you have somehow managed to convince the school board to allow you to create new school rules. On the back side of your poster, create 6 new rules - include 2 things it’s necessary for students to do, 2 things students have to do, and 2 things students are forbidden to do. Illustrate the rules you create.</p> <p><u>Chapter Exam</u></p> <p><u>Written Section:</u> Vocabulary, Stem-Changing verbs in the present tense, Affirmative and Negative Words</p> <p><u>Reading Section:</u> Read the school rules listed below. Write “P (professor)” for realistic rules that were most likely written by teacher for their classrooms. Write “E (estudiante)” for improbable rules that were most likely written by students for a humorous column in the school newspaper.</p> <p><u>Speaking Section:</u> What do you think about your classes this semester? Think about at least 2 of your classes. Tell me about the kinds of things you do in these classes, how often you do them in a typical week, and what materials you need, etc.</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH III			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish III	Unit: Extracurricular Activities
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D), A2 (D), A3 (D), A5 (D) B1 (D), B2 (D), B5 (D) C5 (D) D2 (D) F1 H1, H2, H3, H5 K3	Transfer		
	Students will be able to independently use their learning to discuss and describe extracurricular activities in Spanish.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about extracurricular activitiesHow to talk about what people know or what they know how to doHow to talk about with whom or with what people are familiarHow to make comparisonsHow to ask and tell how long an activity has been happening	ESSENTIAL QUESTIONS <ul style="list-style-type: none">How could you compare/contrast extracurricular activities in your school with the activities offered in a Spanish-speaking school?What extracurricular activities would you recommend or not recommend to a foreign exchange student coming to your school?Why is it important to participate in extracurricular activities and when is an ideal age to start?	
	Acquisition		
	Students will KNOW... <ul style="list-style-type: none">Extracurricular activity vocabularyHow to conjugate the verbs “saber” and “conocer”When to use the verbs “saber” and “conocer” correctlyHow to compare people or things that are equal to one anotherHow to say “as much as” or “as many as” when making comparisonsHow to ask and tell how long something	Students will be skilled at (DO)... <ul style="list-style-type: none">Using extracurricular vocabulary to discuss their extracurricular activities as well as extracurricular activities in Spanish-speaking countriesUsing the verbs “saber” and “conocer” correctly in a variety of contextsUsing the formulas “tan + adjective + como” and “tanto,a,os,as + noun + como” to make comparisonsUsing the “hace + time expressions”	

	has been going on	formulas to ask and answer how long something has been going on
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
<u>“Mis Actividades Extracurriculares” Rubric</u> Fill-in-the-blank, short answer, complete the sentence Fill in the chart	PERFORMANCE TASK(S): <u>“Mis Actividades Extracurriculares” Project</u> Create an extracurricular activity brochure for the 8 th grade Spanish students at the middle school. List 4 extracurricular activities (pastimes) in which you participate or of which you are a member. Tell why you choose to participate in them/why you like them or find them interesting. Tell how long you have been involved in each activity and finally, compare each extracurricular activities/pastimes to other activities. In addition, provide a picture for each extracurricular activity you list (draw, find in magazine, print from computer). <u>Chapter Exam</u> <u>Written Section:</u> Comparisons, Time Expressions, Vocabulary, Saber vs. Conocer <u>Listening Section:</u> Listen as several students answer questions about what teenagers do after school as part of a telephone survey conducted by a local Spanish-speaking radio station. Write what each student likes to do, circle why he or she likes to do it, and fill in how long he or she has been doing the activity.	
	OTHER EVIDENCE: Comic Strip Comparisons Activity Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities	

COURSE NAME: SPANISH III

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish III

*Unit: Daily Routines and
Preparation*

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1 (D), A2 (D), A3 (D), A4 (D), A5 (D)

B1 (D), B2 (D), B4 (D), B5 (D-T)

C3 (D), C4 (D)

D3 (D)

E4 (D)

G1

H1, H2, H3, H4

Transfer

Students will be able to independently use their learning to talk about daily routines and getting ready for special events in Spanish.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about their own daily routines and preparations
- How to talk about the daily routines and preparations of others
- How to talk about the items needed to get ready

ESSENTIAL QUESTIONS

- How could you compare and contrast the daily routines of elementary school students, middle school students, high school students, and working adults?
- What do you need to do when preparing yourself to go to school, on a date, to a special event, to a party, etc.?
- What items does the “average” person need to complete his/her daily routine?
- How do boys’ and girls’ daily routines tend to differ?

Acquisition

Students will KNOW...

- Daily preparation/getting ready vocabulary
- Reflexive verbs and how to conjugate them
- The verbs “ser” and “estar”
- Possessive adjectives (with emphasis)

Students will be skilled at (DO)...

- Using daily preparation/getting ready vocabulary to discuss daily routines
- Using reflexive verbs to talk about actions individuals do to or for themselves
- Correctly using reflexive pronouns with verbs
- Conjugating the verbs “ser” and “estar” correctly in the present tense and using them correctly in a variety of contexts

K3		<ul style="list-style-type: none"> Using possessive adjectives with emphasis to tell to whom objects belong
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
<p>Multiple choice, short answer, fill-in-the-blank, circle the logical answer</p> <p>Logical vs. Illogical</p> <p>Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p><u>Chapter Exam:</u> <u>Written Section:</u> Vocabulary, Reflexive Verbs, Ser vs. Estar, Possessive Adjectives <u>Reading Section:</u> Read the following statements from an online survey about people's daily routines. Which statements describe a normal routine ("Lógico")? Which ones seem unusual ("Ilógico")? <u>Speaking Section:</u> Your teacher has to decide who will share hotel rooms during your class trip to Mexico. What could you say about your morning routine so that your teacher can choose your roommate? Give as many details as possible so that she can determine if you are really compatible roommates.</p>	
	<p>OTHER EVIDENCE:</p> <p>Vocabulary Quiz Reflexive Verb Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>	

COURSE NAME: SPANISH III			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish III	Unit: Clothing and Shopping
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D), A2 (D), A3 (D), A5 (D) B1 (D), B4 (D-T), B5 (D) C5 (D-T) F2 H1, H2, H4 K3	Transfer		
	Students will be able to independently use their learning to describe clothing and fashion and talk about going shopping in Spanish.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to talk about clothingHow to talk about fashionHow to talk about shopping		ESSENTIAL QUESTIONS <ul style="list-style-type: none">When you go clothing shopping, where do you go, what do you buy, and why?How can you compare and contrast the clothing/fashion choices of celebrities in the U.S.A. vs. celebrities in Spanish-speaking countries?Who is your fashion icon and why? Where did he/she buy his/her clothing, how much did it cost, what material is the clothing made of, etc.?
	Acquisition		
Students will KNOW... <ul style="list-style-type: none">Clothing and shopping vocabularyPreterite tense of regular verbsDemonstrative adjectivesHow to use adjectives as nouns		Students will be skilled at (DO)... <ul style="list-style-type: none">Using using clothing and shopping vocabulary to talk about fashion and analyze clothingConjugate regular –ar, -er, and –ir verbs in the preterite tenseDiscussing where items are located using demonstrative adjectivesUsing adjectives as nouns to avoid repetition	

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>¿Está de Moda? Rubric</p> <p>Fill-in-the-blank, short answer</p>	<p>PERFORMANCE TASK(S):</p> <p>¿Está de Moda? Project</p> <p>Use magazine pictures to discuss different people's clothing. Find two different people and discuss the following information about the clothing they are wearing (you may need to make some of the information up if it is not obvious from the picture you have):</p> <ul style="list-style-type: none"> - COLORS - STYLE (loose, tight, how it fits [le queda], etc.) - SIZES (talla y número)(small, medium, large, etc.) - MATERIAL (silk, wool, cotton, leather, synthetic, etc.) - WHERE the person BOUGHT the clothing - WHERE the person wears the clothing (country or location)/WHAT the weather is like when they wear it <p>**Correctly Incorporate at least 3 DIRECT OBJECT PRONOUNS in your paragraph(s) (it, them)**</p> <p><u>Chapter Exam</u></p> <p><u>Written Section:</u> Vocabulary, Demonstrative Adjectives, Preterite Tense Verbs, Adjectives as Nouns</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Preterite Tense Quiz Vocabulary Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH III

Developers: World Language
Spanish Department

Development Date: 2012-13

Instructional Level: Spanish III

Unit: What did you do
yesterday?

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1 (D), A2 (D), A3 (D), A4 (D), A5 (D)

B1 (D), B3 (D)

C2 (D), C4 (D)

D3 (D)

E4 (D)

G1

H1, H2,

I1

K3

Transfer

Students will be able to independently use their learning to talk about tasks they were or were not able to complete and where they were at the time.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about things they and others did and where they and others did them
- How to explain why they and others couldn't do certain things
- How to describe things they and others bought and where they and others bought them

ESSENTIAL QUESTIONS

- What errands have you done in the past month? Where did you go and what did you get accomplished?
- How does your parents' to-do list differ from your to-do list? Who accomplishes more?
- What excuses would people give for why they were unable to accomplish their errands?

Acquisition

Students will KNOW...

- Places in a community and running errands vocabulary
- Preterite tense of verbs "ser" and "ir"
- Preterite tense of verbs "tener", "estar", and "poder"
- Direct object pronouns

Students will be skilled at (DO)...

- Using places in a community and running errands vocabulary to discuss tasks accomplished or not accomplished
- Conjugating and using the verbs "ser" and "ir" in the preterite tense
- Conjugating and using the verbs "tener", "estar", and "poder" in the preterite tense
- Using direct object pronouns to avoid repeating direct object nouns
- Using direct object pronouns in the correct place within a sentence

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>¡Una tarde ocupada! Rubric</p> <p>Fill-in-the-blank, translations</p> <p>Complete the chart</p>	<p>PERFORMANCE TASK(S):</p> <p>¡Una tarde ocupada! Project</p> <p>Your mom has left a to-do list for everyone in your family to make sure all the tasks get done this afternoon before dinner tonight at 6:30. Please create a to-do list (like the one below) that has at least 6 different tasks to complete and assign your tasks to a specific person/people in your family. Be sure to include the following information for each errand completed:</p> <ol style="list-style-type: none"> 1. The time the person arrived at the location (llegar) 2. How long each person was there (estar) 3. What each person did or had to do (USE AT LEAST 6 DIFFERENT VERBS in the PRETERITE TENSE!!!) <p>Draw a picture for the place the person went or the activity the person accomplished from the “to do” list.</p> <p><u>Chapter Exam</u></p> <p><u>Written Section:</u> Vocabulary, Direct Object Pronouns, Irregular Preterite Verbs,</p> <p><u>Listening Section:</u> A group of Spanish students and their teacher are in Mexico for a summer trip. Every time the students have to get back on the tour bus to go to the next stop, someone is late. Listen as each student explains to the teacher why he or she is late. Indicate where each student went and why he or she is late.</p> <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Preterite Tense Quiz Map/Directions Group Activity Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH III			
Developers: World Language Spanish Department	Development Date: 2012-13	Instructional Level: Spanish III	Unit: Driving and Directions
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D), A2(D), A3(D), A4(D), A5(D) B1(D), B2(D-T) C3(D-T) D2 (D-T) H1, H5 I3	Transfer		
	Students will be able to independently use their learning to discuss driving and give directions for getting to places.		
	Meaning		
	UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">How to give directions to placesHow to give a friend directions to complete a certain taskHow to discuss good and bad driving habits	ESSENTIAL QUESTIONS <ul style="list-style-type: none">What are the directions from your house to one of your favorite locations?What places should a foreign exchange student make sure to visit in Holmen and the surrounding areas? Give directions to some of those places.What habits does a “good” driver have? What habits does a “bad” driver have?What are the directions to complete one of your favorite tasks or activities?	
	Acquisition		
	 Students will KNOW... <ul style="list-style-type: none">Driving and giving directions vocabularyIrregular present progressive participlesIrregular “tú” form commandsDirect object pronouns	 Students will be skilled at (DO)... <ul style="list-style-type: none">Using driving and giving directions vocabulary to tell others how to accomplish various tasksUsing irregular present progressive participles when using the present progressive tenseUsing regular and irregular positive “tú” form commands when giving directionsUsing direct object pronouns with present progressive participles and positive “tú” form commands	

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>¿Adónde voy? Rubric</p> <p>Fill-in-the-blank, conjugate the verb, multiple choice</p>	<p>PERFORMANCE TASK(S):</p> <p>¿Adónde voy? Project Think of and describe <u>3</u> of your favorite places to go after school or on the weekends. Give specific directions to each location from school (using commands), mentioning distance and location in terms of known places around your school and community. Also, explain what you <u>are doing</u> at the location when you get there (using the present progressive tense). Include a picture for each location.</p> <p>Chapter Exam Written Section: Vocabulary, Direct Object Pronouns, Positive “tú” form Commands, Present Progressive Tense</p>
	<p>OTHER EVIDENCE:</p> <p>Vocabulary Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

COURSE NAME: SPANISH III

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish III</i>	<i>Unit: Childhood Memories</i>
Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>ACTFL National Standards COMMUNICATION</p> <p>1.1 Interpersonal 1.2 Interpretive 1.3 Presentational</p>	Transfer		
	Students will be able to independently use their learning to discuss what they were like and what they liked to do as a child.		
	Meaning		
	<p>UNDERSTANDINGS Students will understand...</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What are some activities that you (you and 	

CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D), A2(D-T), A3(D-T), A5(D-T) B1(D-T), B2(D-T) C4(D) D2(D-T) H1, H2, K4	<ul style="list-style-type: none"> How to discuss childhood toys and games How to talk about activities they used to do as a child How to discuss to whom or for whom something is done 	your friends) always liked to do as a child? <ul style="list-style-type: none"> How did you behave when you were 5 years old, 10 years old, 13 years old? How could you compare your likes and dislikes as a child with your likes and dislikes now? How do you spend your free time now versus when you were in elementary school?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Childhood games and activities vocabulary Regular imperfect verb tense conjugations Irregular imperfect verb conjugations Indirect object pronouns 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using childhood vocabulary to tell what they and others used to do and how they and others used to act as children Using regular and irregular imperfect verb tense conjugations to talk about actions that used to happen or habitually happened in the past Using indirect object pronouns to tell to whom or for whom an action was done
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Fill-in-the-blank, conjugate the verb, translations	PERFORMANCE TASK(S): <u>Chapter Exam</u> <u>Written Section:</u> Vocabulary, Imperfect Tense, Preterite vs. Imperfect, Indirect Object Pronouns	
	OTHER EVIDENCE: Vocabulary Quiz Imperfect Tense Quiz Observation Whiteboard Activities Practice Worksheets	

	Class Activities Partner Activities Group Activities
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COURSE NAME: SPANISH III			
Developers: World Language Spanish Department	Development Date: 2012-2013	Instructional Level: Spanish III	Unit: Holiday Celebrations
Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p> <p>3.2 Target Culture</p> <p>COMPARISONS</p> <p>4.1 Language</p> <p>4.2 Culture</p> <p>COMMUNITIES</p> <p>5.1 Beyond the School</p> <p>Wisconsin State Standards</p> <p>A1(D-T), A2(D-T), A3(D-T), A5 (D-T)</p> <p>B1(D-T), B2 (D-T), B4(D-T), B5 (D-T)</p> <p>C2(D-T), C4(D), C5(D-T)</p>	Transfer		
	Students will be able to independently use their learning to discuss holiday celebrations with family and relatives.		
	Meaning		
	<p>UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none">How to describe holiday celebrationsDescribe people, places, and situations in the pastHow to talk about how people interact		<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none">How could you compare some typical US holidays to holidays in Spanish-speaking countries.What was your favorite holiday as a child and why?Which holiday in a Spanish-speaking country would you most like to attend and why?
	Acquisition		
	<p>Students will KNOW...</p> <ul style="list-style-type: none">Special events and customs vocabularyImperfect tenseReciprocal actions		<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none">Using special events and customs vocabulary to talk about celebrations with family and friendsUsing the imperfect tense to describe a situation and tell what someone used to doUsing the reflexive pronouns “se” and “nos” to express reciprocal actions

D2(D-T), D3(D), D4(D) E1(D), E2(D) G1, G2 H1 I1, I2, I3		
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
	Assessments will be developed and implemented for this unit based on time and student progress.	

COURSE NAME: SPANISH IV			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish IV</i>	<i>Unit: News and Natural Disasters</i>
Stage 1 Desired Results			
ESTABLISHED GOALS: ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES	Transfer		
	<i>Students will be able to independently use their learning to discuss emergencies, crises, rescues, and heroic acts.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to describe weather conditions How to describe past situations and settings How to discuss emergencies and natural disasters 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What steps would you follow if you found yourself in a natural disaster? If you were a newscaster, what news stories would you report? How could you share some “newsworthy” events that have happened to you in the past? What are some “newsworthy” events happening in the Spanish-speaking world of today? 	

5.1 Beyond the School	Acquisition	
Wisconsin State Standards A1(D), A2(D-T), A3(D-T), A5(D-T) B1(D-T), B2(D-T), B3(D-T), B4(D-T) C4(D), C5(D-T) D2(D-T), D3(D-T) E2(D-T), E3(D), E4(B-D) F1, F2 G1, G2 H1, H3 I1, I2, I3	Students will KNOW... <ul style="list-style-type: none">Emergency and natural disaster vocabularyImperfect tensePreterite tense of the verbs “oír”, “leer”, “creer”, and “destruir”Preterite versus Imperfect verb tense	Students will be skilled at (DO)... <ul style="list-style-type: none">Using emergency and natural disaster vocabulary to talk about news eventsUsing the imperfect tense to tell what time it was or what the weather was like when something happenedConjugating the verbs “oír”, “leer”, “creer”, and “destruir” in the preterite tenseDistinguishing when to use the preterite vs. imperfect tense when talking about the past
Stage 2 – Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluative Criteria	Assessment Evidence	
“Hoy en las noticias...” Rubric	PERFORMANCE TASK(S): “Hoy en las noticias...” Written Assignment You are a reporter for a local newscast. Use the picture below to write a news story. Use at least 5 verbs in the imperfect and 5 verbs in the preterite. Circle the imperfect verbs you use and underline the preterite verbs you use. Remember that when you are describing the scene you will need to use the imperfect tense and when you are explaining the actions that took place you will need to use the preterite tense. Think about the “who, what, when, where, why, and how” of the event to help you write your news story <u>Chapter Exam</u> <u>Listening Section:</u> Listen as people talk about their experiences during a frightening event. As each person describes what happened, write a word or phrase in each column of the chart below. Record what the person was doing when the event took place, what the event was, and who the hero or heroine was. <u>Written Section:</u> Vocabulary, Irregular Preterite Verbs, Preterite vs. Imperfect Verb Tenses <u>Reading Section:</u> As you scan a Spanish newspaper, you discover that you are able to get the main idea of a story by just reading the first few lines of the article. Read the beginning of the following news stories to decide which natural disaster is being referenced.	
	OTHER EVIDENCE: Observation	

Whiteboard Activities
Practice Worksheets
Class Activities
Partner Activities
Group Activities

COURSE NAME: SPANISH IV

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish IV

Unit: Accidents and Injuries

Stage 1 Desired Results

ESTABLISHED GOALS:

**ACTFL National Standards
COMMUNICATION**

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

CULTURE

2.1 Practices and Perspectives

2.2 Products and Perspectives

CONNECTIONS

3.1 Cross-curricular

3.2 Target Culture

COMPARISONS

4.1 Language

4.2 Culture

COMMUNITIES

5.1 Beyond the School

Wisconsin State Standards

A1(D), A2(D-T), A3(D-T), A4(D-T),
A5(D-T)

B1(D-T), B2(D), B5(D)

Transfer

Students will be able to independently use their learning to talk about injuries and treatments.

Meaning

UNDERSTANDINGS

Students will understand...

- How to describe an accident scene
- How to talk about injuries and treatments
- How talk about what people were doing when an accident occurred

ESSENTIAL QUESTIONS

- Have you ever been in an accident? What happened?
- Have you ever broken a bone/had a severe injury? What happened?
- What are some common injuries that high school students experience? Why do the injuries occur?

Acquisition

Students will KNOW...

- Accident and injury vocabulary
- Irregular preterite verbs
- Imperfect progressive tense
- Preterite versus Imperfect verb tense

Students will be skilled at (DO)...

- Using accident and injury vocabulary
- Using irregular preterite verbs to talk about events in the past
- Using the imperfect progressive tense with irregular participles
- Distinguishing when to use the preterite vs. imperfect tense when talking about the past

C4(D-T), C5(D-T) D3(D) G1 H1, H2 I1, I3		
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
<u>¿Qué te pasó?</u> Rubric	<p>PERFORMANCE TASK(S):</p> <p><u>¿Qué te pasó?</u> Comic Strip Project Create your own unique picture story/comic strip. Draw and color 6 pictures. Then, on a separate piece of paper, write at least 5 sentences per picture. This means that your final picture story/comic strip will have at least 30 sentences. Use at least 10 of your Chapter vocabulary words in your story as well as the preterite and imperfect verb tenses. Circle the vocabulary words you use within your story.</p> <p><u>Chapter Exam</u> <u>Written Section:</u> Preterite Tense, Imperfect Progressive Tense, Vocabulary <u>Reading Section:</u> In the morning newspaper, you see a story about a recent accident. As you read the article look for details about what happened and the probable cause of the accident. Then, circle the option that best completes each statement about the article. <u>Speaking Section:</u> Talk about a time you or someone you know got hurt. What was the day like? What were you/they doing? What happened? What did you/they have to do?</p>	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities 	

COURSE NAME: SPANISH IV

Developers: World Language
Spanish Department

Development Date: 2012-13

Instructional Level: Spanish IV

Unit: TV Shows

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

A1(D-T), A2(D-T), A3(D-T), A4(D-T), A5(D-T)
B1(D-T), B2(D), B5(D)
C5(D)
D3(D)
E4(D)
G1
H1, H2
I1, I2, I3

Transfer

Students will be able to independently use their learning to talk about what they saw on television.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about the shows they watched on television
- How to explain how they were feeling while watching television shows

ESSENTIAL QUESTIONS

- What is your favorite TV show and why?
- What is your least favorite TV show and why?
- How can you compare television programming in the U.S. with television programming of Spanish-speaking countries?

Acquisition

Students will KNOW...

- TV show vocabulary
- Preterite of –ir stem-changing verbs
- Reflexive Verbs

Students will be skilled at (DO)...

- Using TV show vocabulary to discuss various TV shows
- Using irregular preterite of –ir stem-changing verbs
- Using reflexive verbs to describe a change in mental, emotional, or physical state

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Rubrics	<p>PERFORMANCE TASK(S):</p> <p><u>Chapter Exam:</u></p> <p><u>Listening Section:</u> Listen as people talk about different shows they saw last night on a Spanish-language TV station. As each person talks about the show he or she watched, identify what type of show it was and how he or she felt about it.</p> <p><u>Reading Section:</u> Your friend brings a newspaper from Spain to class. Read the article from the sports section about a soccer game between two rival teams, Real Madrid vs. Club Alicante. Then read the statements and determine whether each one is true or false.</p> <p><u>Written Section:</u> Vocabulary, Irregular Preterite Tense</p>
	<p>OTHER EVIDENCE:</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p> <p>Class Activities</p> <p>Partner Activities</p> <p>Group Activities</p> <p>Spontaneous Speaking Activities</p>

COURSE NAME: SPANISH IV

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish IV</i>	<i>Unit: Movies</i>
Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p>	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to discuss movie plots and characters.</i>		
	<i>Meaning</i>		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How to talk about movie characters and plots 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is your favorite/least favorite movie and why? How can you compare movies in the U.S. 	

2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1(D-T), A2(D-T), A3(D-T), A4(D-T), A5(D-T) B1(D-T), B2(D-T), B3(D-T), B4(D-T), B5(D-T) C4(D-T), C5(T) D3(D) E4(D) G1, G2 H2, H3 I3	<ul style="list-style-type: none"> How to give their opinions about movies How to talk about activities they have done 	with movies of Spanish-speaking countries? <ul style="list-style-type: none"> Who is your favorite movie character and why?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Movie vocabulary Verbs that use indirect object pronouns Present Perfect Tense 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using movie vocabulary to discuss various movie plots and characters Using verbs that use indirect object pronouns Using the present perfect tense to talk about things they have done
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
¿Qué te pareció la película? Rubric	PERFORMANCE TASK(S): ¿Qué te pareció la película? Written Project Your friend from Mexico has asked you to write a movie (TV program) critique in Spanish for her school's newspaper. Write a critique for a movie (or TV program) you have recently watched. Include the following information in your critique: 1) a summary of the plot of the movie 2) your opinion about the main character(s) in the movie 3) your favorite and/or least favorite scene from the movie and why	

<p>¿Qué película has visto? Rubric</p>	<p>4) your opinion about the movie overall 5) whether or not you would recommend the movie to others (use the verb recomendar) ** The very first line of your movie critique should ask the reader (¡en español!), “Have you seen the movie _____?” ** Incorporate different verbs used with indirect object pronouns in present and past tenses into your critique Please type your final draft of your movie critique in a newspaper format (I would recommend typing it in Microsoft Word and selecting a “Page Layout” of “2 Columns”). Include a picture of the movie cover.</p> <p>¿Qué película has visto? Oral Project Critique a movie or TV show. Talk about the plot, the main characters, the special effects, the scenes, the directing, etc. Use a minimum of 3 different verbs with Indirect Object Pronouns in your review.</p>
	<p>OTHER EVIDENCE: Vocabulary Quiz Present Perfect Quiz Verbs with Indirect Object Pronouns Quiz Movie Critique Reading Comprehension Activities Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

COURSE NAME: SPANISH IV

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish IV

*Unit: Food and Food
Preparation*

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

A1(D-T), A2(D-T), A3(D-T),
A4(D), A5(D-T)
B1(D-T), B2(D-T), B4(D-T), B5(D)
C2, C3(D-T), C5(D-T)
D2 (D-T)
E4(D)
F1
G1, G2
H1
I1, I2, I3

Transfer

Students will be able to independently use their learning to discuss food and cooking.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about food
- How to talk about food preparation and cooking
- How to tell others what not to do

ESSENTIAL QUESTIONS

- How is your favorite food prepared?
- How are popular food items of various Spanish-speaking countries the same or different as popular U.S. meals?
- What food dishes in the U.S. and in Spanish-speaking countries are the healthiest/least healthy based on how they are prepared?

Acquisition

Students will KNOW...

- Food and food preparation vocabulary
- Negative “tú” form commands
- Irregular negative “tú” form commands

Students will be skilled at (DO)...

- Using food and food preparation vocabulary to discuss various food dishes from around the world
- Using negative “tú” form commands to tell others what not to do, especially related to food and recipes
- Using irregular negative “tú” form commands to tell others what not to do, especially related to food and recipes

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>¡La Receta Perfecta! Written and Presentational Rubrics</p>	<p>PERFORMANCE TASK(S):</p> <p>¡La Receta Perfecta!</p> <p>Working in a group of 2-3 students, create your own cooking show segment. Each <u>group of students</u> will be responsible for turning in a written copy of their recipe. The written recipe must include a title, the ingredients with measurements, and step by step directions on how to make the recipe. Each <u>group will also need to videotape</u> their cooking show segment presenting their recipe. You can check out a flip video recorder from me if you don't have a way to record the video on your own. To begin, you will need to decide on a recipe you would like to cook/bake within your group. While cooking/baking your recipe for your cooking show segment, you will need to accomplish the following tasks:</p> <ol style="list-style-type: none"> 1. Tell all of the ingredients needed for your recipe 2. Tell us the amount of each ingredient you are using while making your recipe 3. Use affirmative and negative commands with pronouns to tell us what to do while making your recipe <p>(NOTE: Each person in your group will need to say at least 3 affirmative commands and at least 2 negative commands)</p> <ol style="list-style-type: none"> 1. Incorporate the “se impersonal” when telling how to create your recipe 2. (NOTE: Each person needs to say at least 1 “se impersonal” phrase. You may want to begin your cooking segment by introducing your recipe “How _____ is made”. You might want to tell what ingredients “are needed” to make your recipe. You might want to tell what materials “are needed” to make your recipe.) <p>¿Cuál es el mejor Plato? Oral Rubric</p> <p>Communicating in a group of 2-3 students, convince your teacher why your favorite meal is the best meal for her. You need to defend your favorite dish and give her many reasons why it is the best option for her.</p>
	<p>OTHER EVIDENCE:</p> <p>Vocabulary and “Tú” form Command Quiz</p> <p>Student Practice Workbook page 139</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p>

Class Activities
Partner Activities
Group Activities

COURSE NAME: SPANISH IV

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish IV

*Unit: We're having a
picnic/BBQ*

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

A1(D-T), A2(D-T), A3(D-T), A5(D-T)
B1(D-T), B2(D-T)
C2(D), C3(D-T), C5(D)
D2 (D)
H1, H3

Transfer

Students will be able to independently use their learning to discuss food and outdoor cooking

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about food
- How to talk about food preparation and cooking outdoors
- How to tell others what to do or what not to do
- How to talk about duration, exchange, reason, and other expressions
- How cultural perspectives on food gatherings and outdoor food vendors vary

ESSENTIAL QUESTIONS

- What does a BBQ with friends or family look like in your family? What do you do? Who brings what?
- Why do you think outside food vendors are more popular in certain areas and certain countries than others?
- How can you plan an outdoor picnic or BBQ for elementary school students?

Acquisition

Students will KNOW...

- Food and outdoor vocabulary
- Regular "Ud." and "Uds." form commands, positive and negative
- Irregular "Ud." and "Uds." form commands, positive and negative
- "Por" expressions

Students will be skilled at (DO)...

- Using food and outdoor food vocabulary to discuss BBQ and picnics
- Using regular "Ud." and "Uds." form commands
- Using irregular "Ud." and "Uds." form commands

I1,I3		<ul style="list-style-type: none"> Using “por” expressions to indicate duration, exchange, reason, and other expressions
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
“Comiendo al aire libre” Rubric	PERFORMANCE TASK(S): “Comiendo al aire libre” Project An elementary school that many Spanish-speaking children attend is preparing its students for summer activities. You have been asked to prepare a poster on safety and fun at outdoor cookouts. Prepare a poster that provides directions for what to do and not to do at a BBQ. Since you will be telling the students what to do and what not to do you will be using affirmative and negative form “Uds.” commands. Please include the following information on your poster: <ul style="list-style-type: none"> Tell students at least 5 things they should or should not do “Antes de la parrillada” Tell students at least 5 things they should or should not do “Durante la parrillada” Tell students at least 5 things they should or should not do “Después de la parrillada” Incorporate some pronouns with your affirmative and negative commands Include visuals to support your information Use commands, chapter vocabulary, and complete sentences to express your ideas 	
	OTHER EVIDENCE: Vocabulary Quiz Ud. and Uds. form Command Quiz Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities	

COURSE NAME: SPANISH IV

*Developers: World Language
Spanish Department*

Development Date: 2012-13

Instructional Level: Spanish IV

Unit: Trips and Travel

Stage 1 Desired Results

ESTABLISHED GOALS:

ACTFL National Standards COMMUNICATION

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational

CULTURE

- 2.1 Practices and Perspectives
- 2.2 Products and Perspectives

CONNECTIONS

- 3.1 Cross-curricular
- 3.2 Target Culture

COMPARISONS

- 4.1 Language
- 4.2 Culture

COMMUNITIES

- 5.1 Beyond the School

Wisconsin State Standards

- A1 (D-T), A2 (D-T), A3 (D-T), A4 (D-T), A5 (D-T)
- B1 (D-T), B2 (D-T), B3 (D), B4 (D-T), B5 (D-T)
- C3 (D-T), C4 (D), C5 (D-T)
- D3 (D-T)
- G1, G2
- H1, H2, H3
- I1, I2, I3
- K4

Transfer

Students will be able to independently use their learning to talk about planning and taking trips.

Meaning

UNDERSTANDINGS

Students will understand...

- How to talk about visiting and airport
- How to plan a trip to a foreign country
- How to make suggestions about safe travel

ESSENTIAL QUESTIONS

- What foreign country would you like to visit and why?
- What suggestions and recommendations can you give to someone interested in traveling to a different country?
- What information would someone need to know when traveling to Holmen, WI

Acquisition

Students will KNOW...

- Travel Vocabulary
- Verbs that are often followed by “que” and the subjunctive tense
- Subjunctive Verb Tense in the present and how to conjugate verbs in the present subjunctive tense
- Irregular verbs in the present subjunctive tense

Students will be skilled at (DO)...

- Using travel vocabulary to discuss visiting airports and planning for trips and travel
- Recognizing and using verbs that are often followed by “que” and the subjunctive tense
- Understanding and conjugating regular verbs in the subjunctive tense
- Conjugating irregular verbs in the present subjunctive tense.

Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
<p>“Un viaje al extranjero” Written an Oral Rubrics</p>	<p>PERFORMANCE TASK(S):</p> <p>“Un viaje al extranjero” FINAL Project</p> <p>You have a job at a travel agency. A client wants to take her family on a trip to a Spanish-speaking country. She wants to make sure she and her family visit 5 important tourist spots within the country. Recommend a country and provide key travel information to help your client plan her trip. You will create a detailed travel plan using Prezi. Your Prezi should include the following information:</p> <p>Parte 1: Choose a Spanish-speaking country for your client to visit. Include the name of the country, a map of the country, and at least 5 pictures of the country. On this slide please give a brief overview/description (en español of course!) of the 5 tourist spots your client and her family will visit. This slide can be written in present tense or future tense with good Spanish grammar and spelling.</p> <p>Parte 2: Tell your clients at least 10 things they must do/try while on vacation. Use affirmative and negative <u>Uds. form commands</u> to tell your clients what they are or are not doing during their trip.</p> <p>Parte 3: Give your clients some general travel suggestions or recommendations. Since you will be giving suggestions and recommendations, be sure to use verbs in the subjunctive when giving your clients their options. Give at least 8 different suggestions or recommendations and use at least 8 different subjunctive verbs.</p> <p>Parte 4: Provide your clients with an essential travel question checklist. Use the <u>present perfect</u> tense to ask your clients if they <u>HAVE COMPLETED</u> essential steps to prepare for their trip. Provide at least 10 different essential questions using at least 10 different verbs.</p> <p>Parte 5: Since your clients have never traveled before, they are very nervous. To calm their nerves, share one of your own personal travel experiences. Tell them about how you got to your travel destination, what you did while you were there, the best part of your trip, and what you did after arriving home from your trip. This should be 2-3 paragraphs long and should be written in the past (preterite and imperfect) tense.</p> <p>Parte 6: Include a “Referencias” (works cited) page. This does not have to be in any specific format, but I do want you to give credit to the websites where you found your information/pictures.</p> <p>** You will present your Prezi presentation to the class and you teacher will ask you a follow up question to the information you present. She may ask you one of the questions below:</p> <ol style="list-style-type: none"> 1. ¿Por qué elegiste este país? Dime 3 razones o 3 cosas interesantes. 2. En tu opinión, ¿Cuál actividad va a ser la más divertida para tus clientes? ¿Por qué? 3. En tu opinión, ¿Cuál es la sugerencia/recomendación más importante? ¿Por qué?

	<p>4. ¿Qué son tres cosas que tú has hecho en el pasado para preparar para unas vacaciones?</p> <p>5. ¿Qué fue la mejor/peor parte de tus vacaciones? ¿Por qué? ¿Te gustaría regresar? ¿Por qué?</p>
	<p>OTHER EVIDENCE:</p> <p>Vocabulary Quiz</p> <p>Subjunctive Quiz</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p> <p>Class Activities</p> <p>Partner Activities</p> <p>Group Activities</p>

COURSE NAME: SPANISH IV

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish IV</i>	<i>Unit: Travel and Tourism</i>
Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p> <p>3.2 Target Culture</p> <p>COMPARISONS</p> <p>4.1 Language</p> <p>4.2 Culture</p>	Transfer		
	<i>Students will be able to independently use their learning to talk about traveling within foreign cities and staying in hotels.</i>		
	Meaning		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How to talk about traveling in a foreign city How to talk about staying in a hotel How to make recommendations for sightseeing and tourist activities 	<p>ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <ul style="list-style-type: none"> What countries would you most like to visit and why? What types of activities would you argue are the most important to participate in in order to immerse yourself in a different culture? How should you behave when touring other cultures in order to be respectful of 	

COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (D-T), A2 (D-T), A3 (D-T), A4 (D-T), A5 (D-T) B1 (D-T), B2 (D-T), B3 (D), B4 (D-T), B5 (D-T) C3 (D-T), C4 (D), C5 (D-T) D3 (D-T) G1, G2 H1, H2, H3 I1, I2, I3 K4		different cultures?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Travel Vocabulary Present subjunctive with impersonal expressions Present subjunctive of stem-changing verbs 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using travel vocabulary to discuss staying in hotels and participating in tourism activities. Using present subjunctive with impersonal expressions to give travel suggestions and recommendations Understanding and conjugating present subjunctive of stem-changing verbs
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
	Assessments will be developed and implemented for this unit based on time and student progress.	

COURSE NAME: SPANISH V			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish V</i>	<i>Unit: Big Events</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe significant events from their past.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i>	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How important are trips, vacations, and 	

2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School Wisconsin State Standards A1 (T-R), A2 (T-R), A3 (T-R), A4 (T-R), A5 (T-R) B1 (T-R), B2 (T-R), B3 (T), B4 (T-R), B5 (T-R) C3 (T-R), C4 (T), C5 (T-R) D3 (T-R) E1 (T) G1, G2 H1, H2, H3 I1, I2, I3 K3	<ul style="list-style-type: none"> How to talk about camping trips and school competitions. How to talk about the emotions that are associated with significant life events. How to recount a sequence of events from the past. 	<p>school competitions to achieving success in life?</p> <ul style="list-style-type: none"> What are the characteristics of the ideal trip? Does competitive sports make us better people?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for camping. Vocabulary for weather and nature. Vocabulary for competitive events. Vocabulary for expressing emotions. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss camping trips. Using vocabulary to discuss competitions. Using vocabulary to discuss the feelings that are associated with camping trips and competitions.
Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): <u>Parte 1: Escuchar</u> Cinco jóvenes nos hablan de los viajes que hicieron. Escucha lo que dice cada joven para saber: 1) adónde fue 2) qué hizo y 3) qué le sucedió. Mientras escuchas, puedes tomar apuntes en el recuadro de tu hoja de respuestas. Luego, completa la tabla. Vas a oír cada descripción dos veces. Answer in English. <u>Parte 2: Leer</u> Una tierra de contrastes y variedad:	

Aquí encontrará playas del Océano Pacífico, valles de bosque pluvial, picos coronados con glaciares y una impresionante variedad de plantas y animales. Las carreteras ofrecen acceso a las partes exteriores del parque. Sin embargo, el corazón del parque Olympic es su vida silvestre: un santuario primaveral tanto para las personas como para las criaturas silvestres.

Si tiene un día, podrá hacer visitas breves a cada uno de los ecosistemas principales del Olympic: las montañas, el bosque y la costa.

Podrá ascender hasta una milla (2 km) si asciende a la cordillera Hurricane, donde encontrará un Centro para visitantes y senderos naturales. Si comienza bien temprano a la mañana podrá aumentar las posibilidades de ver animales salvajes y evitar la mayor cantidad de visitantes que recorren el lugar más tarde.

Desde la cordillera Hurricane, son tres horas de viaje en auto hacia el oeste hasta llegar al bosque pluvial Hoh. El Centro para visitantes, el área para picnic y los senderos naturales cortos pueden hacer que su visita al bosque pluvial sea aún mejor.

Después de visitar el Hoh, a una hora y media de viaje en auto hacia el noroeste encontrará la playa Rialto en el Océano Pacífico, a tiempo para ver el atardecer.

Hay tiendas de alimentos, restaurantes y otros servicios en las ciudades de Port ángeles, Forks y las demás localidades a lo largo de la carretera principal 101 y los caminos de acceso al parque.

Parte 3: Escribir

Nombre:

1. Describe una visita real o imaginaria en el pasado a un parque nacional.
2. Tienes que incluir por lo menos 3 eventos que hiciste.
3. Describe dónde tuvo lugar y qué fue el resultado del evento.
4. Mínimo 10 frases.

Parte 4: Hablar de los sentimientos

1. ¿Cuál fue un evento competitivo especial de tu vida?

Student could appropriately: ask _____ Respond _____

2. ¿Cuándo pasó?

Student could appropriately: ask _____ Respond _____

3. ¿Con quién estabas?

Student could appropriately: ask _____ Respond _____

4. ¿Dónde estuvo?

Student could appropriately: ask _____ Respond _____

5. ¿Cómo te sentiste después del evento?

	<p><i>Student could appropriately: ask _____ Respond _____</i></p> <p>6. ¿Por qué te gusta esa actividad?</p> <p><i>Student could appropriately: ask _____ Respond _____</i></p>
	<p>OTHER EVIDENCE:</p> <p>Observation</p> <p>Whiteboard Activities</p> <p>Practice Worksheets</p> <p>Class Activities</p> <p>Partner Activities</p> <p>Group Activities</p>

COURSE NAME: SPANISH V

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish V</i>	<i>Unit: Express yourself</i>
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Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>ACTFL National Standards</p> <p>COMMUNICATION</p> <p>1.1 Interpersonal</p> <p>1.2 Interpretive</p> <p>1.3 Presentational</p> <p>CULTURE</p> <p>2.1 Practices and Perspectives</p> <p>2.2 Products and Perspectives</p> <p>CONNECTIONS</p> <p>3.1 Cross-curricular</p> <p>3.2 Target Culture</p> <p>COMPARISONS</p> <p>4.1 Language</p> <p>4.2 Culture</p> <p>COMMUNITIES</p> <p>5.1 Beyond the School</p>	Transfer	
	<p><i>Students will be able to independently use their learning to discuss and describe ways to express opinions and values through art and music.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How to give opinions about art. How to talk about the arts. How to describe the ways artists express themselves. How to discuss important artists of the Spanish speaking world. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can art alter your life? What are the most influential art forms? What are some alternative art forms?
	Acquisition	
	<p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Vocabulary relating to painting, sculpting, 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Communicating and interpreting</i></p>

A1 (T-R), A2 (T-R), A3 (T-R), A4 (T-R), A5 (T-R) B1 (T-R), B2 (T-R), B3 (T), B4 (T-R), B5 (T-R) C3 (T-R), C4 (T), C5 (T-R) D3 (T-R) E1 (T) G1, G2 H1, H2, H3 I1, I2, I3 K3	music, dance, and acting. <ul style="list-style-type: none"> The past participle (with the verb <i>estar</i>) as an adjective. The different contextual meanings of the verbs '<i>ser</i>' and '<i>estar</i>'. The different meaning of the same verb in the preterite and the imperfect tenses. 	<ul style="list-style-type: none"> Using vocabulary and the past participle as an adjective to discuss and describe art. Utilizing the verbs '<i>ser</i>' and '<i>estar</i>' to indicate permanent and temporary characteristics. Demonstrating the different meanings of verbs in the preterite and imperfect.
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Stage 2 – Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluative Criteria	Assessment Evidence
Test Questions	<p>PERFORMANCE TASK(S):</p> <p><u>Parte 1: Escuchar</u> Después de estudiar los artistas de España en la clase, la Sra. Molina les habla a los estudiantes sobre dos cuadros. En tu hoja de respuestas, escribe lo que hay en el primer plano y en el fondo de cada cuadro.</p> <p><u>Parte 2. Leer Pablo Picasso</u> Pablo Picasso, fue un pintor y escultor español, creador, junto con Georges Braque y Juan Gris, del movimiento cubista. Considerado uno de los mayores artistas del siglo XX, participó desde la génesis en muchos movimientos artísticos que se propagaron por el mundo y ejercieron una gran influencia en otros grandes artistas de su tiempo. Incansable y prolífico, pintó más de dos mil obras, presentes en museos y colecciones de toda Europa y del mundo. Además, abordó otros géneros como el dibujo, el grabado, la ilustración de libros, la escultura, la cerámica y el diseño de escenografía y vestuario para montajes teatrales.</p> <p>En 1909 Picasso realizó una serie de retratos en los que el rigor en su disciplina de búsqueda de una nueva concepción del espacio le condujo a una reducción progresiva en el uso del color; en los paisajes de Horta y en Mujer que cose (Colección Claire B. Zeisler, Chicago), pintado durante el invierno de 1909 a 1910, la paleta se restringió a ocres, grises y verdes, hasta eliminar este color y entrar en una monocromía que en ocasiones se rompía con sutiles gradaciones de grises y</p>

	<p>ocres. En 1910, pintó entre otros los retratos de Ambroise Vollard (Museo Pushkin, Moscú), Wilhelm Uhde (Colección Pulitzer, St. Louis) y Daniel-Henry Kahnweiler (Instituto de Arte de Chicago), en los que, a pesar de su tendencia progresiva a pintar con el ojo del pensamiento más que directamente de la naturaleza, trabajó en numerosas sesiones con los modelos, a semejanza del de Gertrud Stein anteriormente; a pesar del progresivo proceso de segmentación analítica del espacio y la forma, Picasso captaba la fisonomía de los personajes.</p> <p><u>Parte 3. Escribir</u> Write a review of this painting. In your review, describe the painting, describe how it makes you feel, and give your opinion of the painting. 10 sentences minimum.</p> <p><u>Parte 4. Hablar</u> 1. ¿Cuál fue un evento especial en tu vida? 2. ¿Qué pasó? (4 partes) 3. ¿Qué tiempo hacía? ¿A qué hora pasó? ¿Cómo estabas después del evento? 4. ¿Algo más pasaba? Hay que hacer 2 preguntas extras e.g. ¿Por qué...? ¿Con quién...? ¿A dónde....? ¿Qué ...? ¿Quién? ¿Cuándo.....?</p>
	<p>OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

COURSE NAME: SPANISH V			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish V</i>	<i>Unit: Maintaining one's health</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to discuss and describe ways to stay healthy through exercise and nutrition.</i>		

1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A1 (T-R), A2 (T-R), A3 (T-R), A4 (T-R), A5 (T-R) B1 (T-R), B2 (T-R), B3 (T), B4 (T-R), B5 (T-R) C3 (T-R), C4 (T), C5 (T-R) D3 (T-R) E1 (T) G1, G2 H1, H2, H3 I1, I2, I3 K3	Meaning	
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to give advice about health and nutrition. How to talk about symptoms and remedies. How to feelings in certain situations. How to tell others what to do. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How important is health to one's happiness? Should health and nutrition have more importance than Math and English classes?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> The vocabulary for nutrition, exercise and medical symptoms. The regular and irregular command verb forms. The regular and irregular subjunctive verb forms. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using vocabulary to discuss and describe health and exercise. Utilizing the regular and irregular command verb forms to indicate what one should and shouldn't do to maintain one's health. Utilizing regular and irregular subjunctive verb forms to make recommendations.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test Questions	PERFORMANCE TASK(S): <u>Parte 1. Escuchar</u> Listen and identify the symptoms of the following people and identify the	

remedy and other advice that are offered.

	Symptoms of caller	What caller should take	Other advice
1. Luisa			
2. Juan			
3. Marta			
4. Alberto			
5. Catrina			

Parte 2. Leer

La nutrición ante todo, es la ciencia que estudia los procesos fisiológicos y metabólicos que ocurren en el organismo con la ingesta de alimentos.

Muchas enfermedades comunes y sus síntomas frecuentemente pueden ser prevenidas o aliviadas con una determinada alimentación; por esto, la ciencia de la nutrición intenta entender cómo y cuales son los aspectos dietéticos específicos que influyen en la [salud](#).

El propósito de la ciencia de la nutrición es explicar la respuesta metabólica y fisiológica del cuerpo a la [dieta](#). Con los avances en [biología molecular](#), [bioquímica](#) y [genética](#), la ciencia de la nutrición está profundizando en el estudio del [metabolismo](#), investigando la relación entre la dieta y la salud desde el punto de vista de los procesos bioquímicos. El cuerpo humano está hecho de [compuestos químicos](#) tales como [agua](#), [aminoácidos](#) ([proteínas](#)), [ácidos grasos](#) ([lípidos](#)), [ácidos nucleicos](#) ([ADN/ARN](#)) y [carbohidratos](#) (por ejemplo [azúcares](#) y fibra).

Una alimentación adecuada es la que cubre:

- Los requerimientos de energía a través de la metabolización de [nutrientes](#) como los [carbohidratos](#), [proteínas](#) y [grasas](#). Estos requerimientos energéticos están relacionados con el gasto metabólico basal, el gasto por la [actividad física](#) y el gasto inducido por la dieta.
- Las necesidades de [micronutrientes](#) no energéticos como las [vitaminas](#) y [minerales](#).
- La correcta hidratación basada en el consumo de bebidas, en especial el [agua](#).
- La ingesta suficiente de [fibra dietética](#).

Parte 3. Escribir

Write advice for the following people using commands and indicate why you want them to follow your advice with the subjunctive. 5 positive commands and 5 negative commands.

	<u>Best Friend(tú)</u> <u>Significant Other (tú)</u> <u>Parental figures (Uds.)</u> <u>Presidente Obama (Ud.)</u> <u>Channing Tatum (tú)</u> <u>Sr. Krueger (Ud.)</u> <u>The HHS Freshman class (Uds.)</u> <u>Parte 4. Hablar</u> 1. Student can ask questions that determine what ailment a person has. (3 questions) 2. Student can make recommendations to a person to feel better. (3 recommendations) 3. Student can answer follow up questions from person about feeling better. (2 questions)
	OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities

COURSE NAME: SPANISH V			
<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish V</i>	<i>Unit: Getting along with others</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational CULTURE 2.1 Practices and Perspectives	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe ways to make and maintain friendships.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand...</i> <ul style="list-style-type: none"> How to express ways to get along with family and friends. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What kinds of friends are necessary to have in life? What is the most important thing you can 	

2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A1 (T-R), A2 (T-R), A3 (T-R), A4 (T-R), A5 (T-R) B1 (T-R), B2 (T-R), B3 (T), B4 (T-R), B5 (T-R) C3 (T-R), C4 (T), C5 (T-R) D3 (T-R) E1 (T) G1, G2 H1, H2, H3 I1, I2, I3 K3	<ul style="list-style-type: none">How to explain feelings in certain situations and what is needed to maintain friendships.How to talk about conflicts and ways to resolve them.	do for your friend?																				
	Acquisition																					
	<i>Students will KNOW...</i> <ul style="list-style-type: none">Vocabulary for personal qualities and words used to describe relationships.The use of the subjunctive mood with verbs of emotion.The use of the prepositions ‘por’ and ‘para’.We commands.	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none">Using vocabulary to discuss and describe personal relationships.Using the subjunctive mood after expressions of emotion.Utilizing ‘por’ and ‘para’ in their varying meanings.Utilizing ‘we commands’ to suggest what we should do.																				
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>																						
Evaluative Criteria	Assessment Evidence																					
Test Questions	PERFORMANCE TASK(S) <u>Parte 1. Escuchar</u>																					
	Apuntes																					
	<table><tr><td></td><td>What is the best quality of their friend?</td><td>What bothers them about their friend?</td><td>What do they have in common?</td></tr><tr><td>1. Alberto</td><td></td><td></td><td></td></tr><tr><td>2. Maria</td><td></td><td></td><td></td></tr><tr><td>3. Susi</td><td></td><td></td><td></td></tr><tr><td>4. Lorena</td><td></td><td></td><td></td></tr></table>			What is the best quality of their friend?	What bothers them about their friend?	What do they have in common?	1. Alberto				2. Maria				3. Susi				4. Lorena			
	What is the best quality of their friend?	What bothers them about their friend?	What do they have in common?																			
1. Alberto																						
2. Maria																						
3. Susi																						
4. Lorena																						

	<p><u>Parte 2. Leer</u> “Youth Online,” a new internet service in Spain, decided to create a blog for young people on line. Any person can express their problems and ask for advice. Read the messages that some people wrote and the responses they received. Draw a line that connects the logical response to each message.</p> <p><u>Parte 3. Escribir</u> Una Drama leve Describe a conflict between two friends. Indicate what caused the conflict, how did they behave, how they felt, and how they resolved the conflict. 10 sentences minimum.</p> <p><u>Parte 4. Hablar</u> Describe an imaginary student in a class that has a dual personality! 5 examples of good behavior 5 examples of bad behavior 2 follow up questions</p>
	<p>OTHER EVIDENCE: Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

COURSE NAME: SPANISH V

<i>Developers: World Language Spanish Department</i>	<i>Development Date: 2012-13</i>	<i>Instructional Level: Spanish V</i>	<i>Unit: Employment and Volunteering</i>
Stage 1 Desired Results			
ESTABLISHED GOALS ACTFL National Standards COMMUNICATION 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational	Transfer		
	<i>Students will be able to independently use their learning to discuss and describe finding opportunities to volunteer in their community and obtaining and performing a job.</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will understand ...</i> <ul style="list-style-type: none"> How to talk about finding opportunities to 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is the most important skill to have 	

CULTURE 2.1 Practices and Perspectives 2.2 Products and Perspectives CONNECTIONS 3.1 Cross-curricular 3.2 Target Culture COMPARISONS 4.1 Language 4.2 Culture COMMUNITIES 5.1 Beyond the School A1 (T-R), A2 (T-R), A3 (T-R), A4 (T-R), A5 (T-R) B1 (T-R), B2 (T-R), B3 (T), B4 (T-R), B5 (T-R) C3 (T-R), C4 (T), C5 (T-R) D3 (T-R) E1 (T) G1, G2 H1, H2, H3 I1, I2, I3 K3	volunteer. <ul style="list-style-type: none"> How to explain the benefits of helping the community. How to describe the skills needed to do a job. How to talk about the skills for obtaining a job. 	when interviewing for a job? <ul style="list-style-type: none"> What would happen if nobody volunteered in his or her community?
	Acquisition	
	<i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary for community terms, work skills, types of jobs, general work terms. The use of present perfect, the past perfect, and the present perfect subjunctive. Demonstrative pronouns and adjectives. 	<i>Students will be skilled at (DO)...</i> <i>Communicating and interpreting</i> <ul style="list-style-type: none"> Using the vocabulary to discuss and describe ways to volunteer in the community and ways to obtain and maintain jobs. Using the present & past perfect, and present perfect subjunctive to express past events. Utilizing demonstrative pronouns and adjectives to refer to objects at varying distances.
Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i>		
Evaluative Criteria	Assessment Evidence	
Test Questions	PERFORMANCE TASK(S): <u>Parte 1. Escuchar</u> Listen to the following 5 job interviews and determine if the job is full or part time, what the salary is, and what are the responsibilities for the job. <u>Parte 2. Leer</u> Read the following classified ads for jobs and then read the following cover letters for Maria, Pepe, and Mercedes and match each person to the job best suited for him or her.	

	<p><u>Parte 3. Escribir</u></p> <p>Carta de presentación (cover letter) You are writing a brief cover letter for your ideal job. Include:</p> <ul style="list-style-type: none"> • Why you are interested in this job • What personal qualities you have that make you an ideal candidate • What job experience do you have <p><u>Parte 4. Hablar</u></p> <p>Imagine that you are interviewing for a job at a job fair. Speak of your knowledge, skills, and experience that you have for the job that interests you. Be prepared to answer questions a job interviewer might ask.</p>
	<p>OTHER EVIDENCE:</p> <p>Observation Whiteboard Activities Practice Worksheets Class Activities Partner Activities Group Activities</p>

Instructional Strategies and Assessment Information

Listening

- Audio activities
 - CD
- Video activities
- Immersion
- Listening prompt
 - Following instructions

Speaking

- Rehearsed dialogues
 - Debate
 - Skits
 - Speaking prompts
- Unrehearsed dialogues
 - Speaking prompts
 - Games:
 - Speed dating
 -
- Rehearsed monologues
 - Presentation
 - Speaking prompts:
 - Described a routine, personal preferences, locations
 - Giving directions
- Unrehearsed monologues
 - Speaking prompts (describing a picture, commercial, etc.)

Reading

- Taking notes
- Graphic organizers
- Cognates
- Prediction
- Connection
- Pre-reading, skimming

Writing

- Outlining
- Editing, revising
 - Spelling
 - Grammar
 - Sentence Stronger
- Scaffolding to larger compositions
- Writing purposes
 - Journaling
 - Brainstorming
 - Compositions
 - Note taking
 - Persuasive
 - Narrative

Vocabulary

- Games
 - Flashcards: Go Fish, Memory, Old Maid, Competition
 - Esquinkle/Sparkle
 - Password
 - Catch phrase
 - Speak/listen
 - Fly swatter
 - Pig war
 - Column game
 - Pictionary (in groups, backwards, individual, etc.)
 - Around the World
 - Conjugemons, quizlet, and other online resources
 - BINGO
 - Bluff
- Circumlocution
- Rote memorization, repetition
- Pronunciation
- Natural approach
- TPR/TPRS
- Pictures, illustrations

Grammar

- Direct Instruction
- Deductive Reasoning
- Identification
- Games
 - Human sentences
 - Row relays
 - Koosh conjugation
- Find and fix mistakes
- Rote memorization, repetition

Compilation

- Games
 - Chimichanga
 - Golf
 - Bluff
 - Human sentences/word order activities
 - Basketball/garbage can
 - 3-2-1
 - Poker
 - Roll the dice
- Projects
- Skits
- Posters
- Presentations
- Compositions/essays

School District of Holmen

World Language

Curriculum

Appendices

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STANDARDS FOR WORLD LANGUAGES

- State standards for World Languages can be viewed at:

[WISCONSIN DPI STATE STANDARDS](#)

- National standards for World Languages can be viewed at:

[ACTFL NATIONAL WORLD LANGUAGE STANDARDS](#)

- Alignment of the National Standards for Learning Languages with the Common Core State Standards can be viewed at at:

[CCSS & WORLD LANGUAGES](#)

- A 21st Century Skills Maps that illustrate the intersection between World Languages, core subjects and 21st Century Skills can be viewed at

[WORLD LANGUAGES 21ST CENTURY SKILLS MAP](#)

School District of Holmen

Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

School District of Holmen Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate Adjust Align Apply Arrange Assemble Balance Break down Build Calibrate Change Clean Close Combine Compose Connect Construct	Correct Create Demonstrate Design Dismantle Drill Fasten Fix Follow Grind Grip Hammer Heat Hook Identify Load Locate	Loosen Make Manipulate Mend Mix Nail Operate Paint Press Produce Pull Push Remove Repair Replace Rotate Sand	Transfer Troubleshoot Tune Turn on/off Type Saw Sharpen Set Sew Sketch Start Stir Use Weigh Wrap

Glossary of Terms

Alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

Authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

Benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

Common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

Content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

Course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

Exit standards – The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

Formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

Lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

Performance – Observable affective or psychomotor behaviors demonstrated by students.

Performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

Performance standards – The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

Performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

Portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

Program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

Progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (Rtl) – Rtl is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

Running record – observation notes made by the teacher about a student's oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

Rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

Standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

Summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

School District of Holmen Statutes and Policies Addressing Student Needs

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT to amend 118.01 (2) (c) 6. of the statutes; relating to: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, and Pathways). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers

adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student’s cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized

tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. **The vision is “Embracing 21st Century Learning for All.”**

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin’s 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

School District of Holmen Resources and References

Websites:

www.actfl.org

www.waflt.org

www.conjuguemos.com

www.studyspanish.com

www.phschool.com

Resource People:

Paul Sandrock – Director of Education – ACTFL (American Council of Teachers of Foreign Languages)

Gerhard Fischer – International and World Languages Education Consultant for the Wisconsin Department of Public Instruction

Keely Lake – WAFLT President

Phone Apps:

Duolingo