

Thematic Curriculum Unit—Performance Assessment and Planning Guide
 High School, Grade 10

Key Question: How do I look at the world? How do you look at the world? **Theme: Work/careers** **Topic: Future careers/goals**

Beginning	Developing	Transitioning	Refining
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Students who begin instruction in a second language in kindergarten will demonstrate skills in the transitioning level of language development with confidence by Grade 10. Their language proficiency will securely demonstrate the profile of the transitioning level. The key overarching question to target students' language performance is "How do I look at the world? How do you look at the world?" Students share and compare perspectives as they learn more about their world and the variety of viewpoints and opinions that exist within it.

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments, which may require use of English to demonstrate understanding of the texts.

	Interpretive	Interpersonal	Presentational
Communication Mode: <i>Performance Assessment</i>	<p>Interpretive Read interviews of workers in the target culture describing their career selection and preparation. Summarize their education, training, and career path. Note positive or negative implications about their career choice.</p>	<p>Interpersonal Using questions adapted from career preference surveys, students interview each other about what is important in a chosen profession including talents, interests, skills, education, preparation, opportunities.</p>	<p>Presentational Complete a curriculum vitae (CV) or resume with biographical data, education, and work history. Create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well suited for a particular career.</p>

Wisconsin Standards: Communication	<p>B4: Reading: Students will comprehend the main idea and key supporting ideas and begin to make inferences in selected authentic written materials.</p>	<p>A2: Questions: Students will ask and answer a variety of questions that require follow-up questions and responses for more information.</p>	<p>C5: Forms of Writing: Students will write formal compositions and letters for a variety of purposes.</p>
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<i>Target Performance</i> (<i>Key elements from the Performance Guidelines to consider in rubric development</i>)	<p>Content: <i>Vocabulary:</i> Uses vocabulary from a variety of topics; if precise vocabulary is lacking, can often find another way to express an idea/term; uses a dictionary as needed and selects correct translation most of the time; shows some understanding and use of idiomatic expressions; may invent a word or phrase in order to stay in the target language.</p> <p>Accuracy: —</p>	<p>Content: <i>Spontaneity:</i> Responds to unrehearsed comments, questions on familiar topics; asks a variety of questions and uses some expressive reactions and questions to elicit more information.</p> <p>Accuracy: <i>Ease:</i> Creates with both familiar and new language; presents thoughts and ideas with some pauses and hesitations; errors may occur but do not interfere with communication.</p>	<p>Content: <i>Vocabulary:</i> Uses vocabulary from a variety of topics; if precise vocabulary is lacking, can often find another way to express an idea/term; uses a dictionary as needed and selects correct translation most of the time; shows some understanding and use of idiomatic expressions; may invent a word or phrase in order to stay in the target language.</p> <p>Accuracy: <i>Spelling/orthography:</i> Pays more attention to correct orthography.</p>
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Communication Strategies:

Comprehension: Understands the main idea and some supporting ideas of conversations, lectures, and narration on familiar and some unfamiliar topics; uses contextual clues, inferences, key words and ideas and text types to aid understanding; uses background knowledge to help understand the discourse.

Cross-Cultural Applications:

Awareness: Recognizes differences and similarities in the perspectives of the target culture(s) and own as they are expressed in oral and written texts.

Communication Strategies:

Clarification: May use paraphrasing, question asking, circumlocution.

Communication Strategies:

Monitoring: Begins to notice incorrect language structure and/or need for idioms but may not know how to correct the structure.

Cross-Cultural Applications:

Verbal: Recognizes and produces linguistic patterns appropriate to the target language.

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Links to **Culture** and the other Wisconsin Standards:

- ✓ **Connections**
- ✓ **Comparisons**
- ✓ **Communities**

Evidence (How these standards are incorporated in the instruction)

Culture: D1: Patterns of Interaction: Students will interact with respect according to the social and cultural requirements of most social and some formal contexts. (Formal letter-writing protocol.)

Connections: G1: Popular Media

Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures. (Read articles, interviews in magazines, and newspapers from target culture.)

Comparisons: H4: Cultural Characteristics: Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. (Formal letter-writing protocol.)

Communities: K2: Careers: Students will investigate careers where skills in another language and/or cross-cultural understanding are needed. (Discuss future plans and career options.)

Structures and Vocabulary:

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

Structures:

- Subjunctive to express opinions
- Hypothesizing

Vocabulary:

- Careers
- Letter-writing formalities
- CV terminology

Benchmark—Grade 10—Rubrics

Interpretive Task: This task has two components. First, the students need to demonstrate that they understand the main idea and key supporting ideas of the article they read. Then they must draw conclusions from the information in the article about the positive and negative implications of the career choices of the people interviewed in the article. This second component allows students to make inferences from an authentic text. The teacher may decide to keep the grading for the two components separate.

Magazine Article: Interviews with People Representing Various Careers

1. Comprehension of information provided in the article:

Exceeds expectations: The student is able to summarize the education, training, and career path for all people interviewed in the article. The summary includes a complete listing of both general and specific information for each person interviewed. The information is accurate according to the article.

Meets expectations: The student is able to summarize the education, training, and career path for all people interviewed in the article. The summary includes general information for each person interviewed and some key supporting ideas. The information provided is accurate. Any inaccuracy is minor.

Needs work: The student is able to summarize the education or training or career path for most or all of the people interviewed in the article. The summary lacks key details for one or more of the people interviewed. There may be inaccuracies in the information that is provided.

2. Drawing conclusions about the positive and negative implications of the career choices of the people interviewed.

Exceeds expectations: The student draws appropriate conclusions with detailed explanations for the conclusions about the career choices of the people interviewed. These conclusions are based on the information in the article combined with prior knowledge and information about the careers in question and the target culture.

Meets expectations: The student draws appropriate conclusions with some explanation for these conclusions about the career choices of the people interviewed. These conclusions are based on the information in the article combined with some prior knowledge and information about the careers in question and the target culture.

Needs work: The student is unable to draw appropriate conclusions with explanation for these conclusions about the career choices of the people interviewed.

Interpersonal Task: The teacher determines how to assess students in this task. Since it is an interview situation, it is possible to audio- or videotape the interview so that each pair of students can be evaluated by the teacher. The teacher can also choose to have other students evaluate pairs of students. Because this task asks that students draw from career preference surveys in order to interview their partners, the teacher may choose to review some of the questions or categories of questions that the interviewers plan to use. The teacher would decide if the interview framework would receive a separate evaluation or just feedback to help students plan a successful interview. In the effort to make this task authentic, it is normal for an interviewer to prepare questions in advance. The spontaneity enters in how the interviewer follows the responses.

Interview: Career Preferences			
1. The students will submit their list of questions for the interview in advance. These questions will be graded using the following rubric:			
	Excellent	Good	Needs work
The questions include a variety of topics including talents, interests, skills, education preparation of the person being interviewed.			
Many of the questions are open ended to allow the person being interviewed to provide detailed information.			
Several questions include hypothetical situations (what would you do if...).			
The questions are structurally correct.			
2. The interviewer will be evaluated according to the following criteria concerning his or her questioning technique:			
<p>Exceeds expectations: The interviewer is able to follow the prepared questions with requests for more detail, explanation, more information when appropriate. The interviewer listens carefully to the answers being given and uses expressive reactions and follow-up questions to elicit more information consistently throughout the interview. The interviewer is in control of the interview, keeping the person interviewed focused on the topic to be discussed.</p> <p>Meets expectations: The interviewer is able to follow the prepared questions with requests for more detail, explanation, more information. The interviewer listens to the answers being given, using expressive reactions and follow-up questions from time to time. The interviewer is generally in control of the interview, keeping the person interviewed focused on the topic to be discussed.</p> <p>Needs work: The interviewer is not consistently able to ask follow-up questions for more detail, explanation, more information. The interviewer seems tied to the scripted questions, seldom reacting to the statements of the person interviewed.</p>			
3. The interviewer will be evaluated according to the following criteria concerning the accuracy of the communication:			
<p>Exceeds expectations: The interviewer is able to conduct the interview entirely in the target language with few pauses and hesitations. Structural or vocabulary errors are minor and infrequent and do not interfere with communication.</p> <p>Meets expectations: The interviewer is able to conduct the interview entirely in the target language with few pauses and hesitations. Structural or vocabulary errors do not interfere with communication.</p> <p>Needs work: The interviewer conducts the interview with several pauses or hesitations. Structural or vocabulary errors interfere with communication.</p>			

Presentational Task: This task has two distinct parts. First, the students need to create a curriculum vitae. Then they need to create a cover letter to accompany the CV. The teacher determines how to evaluate these two final products and the rough drafts. The use of nonnegotiables helps students prepare a rough draft of quality.

Curriculum Vitae and Cover Letter

Requirements:

1. The CV you prepare must include the following:

__The CV must be typed.

__The CV must include the following categories:

- Personal information: name, address, telephone, fax, E-mail
- Position applied for
- Your objectives
- Employment history
- Education
- Other related experiences
- References

2. The cover letter you prepare must include the following:

__Formal letter format according to target culture.

__The letter must be typed.

__The letter must be limited to one page.

__The letter must include the following elements:

- The job for which you are applying
- Special qualifications that make you a lead candidate
- Availability to begin work

The draft of the CV and cover letter will be evaluated according to the following criteria:

	Exceeds Expectations	Meets Expectations	Needs Work
Vocabulary	Precise and appropriate; idioms are used appropriately to demonstrate an advanced command of the language.	Appropriate; idioms are used appropriately to enhance communication.	May be inappropriate or inaccurate for this formal task.
Accuracy: Orthography	There are no spelling errors.	Spelling errors are infrequent.	Several spelling errors.
Accuracy: Structures	Structural errors are minor and infrequent.	Structural errors are due to idiomatic usage or structures that the student does not know.	There are several structural errors concerning basic mechanics.
Format	All protocols for CV and formal letter writing within the target culture are followed accurately.	Protocols for CV and formal letter writing within the target culture are generally followed.	Protocols for CV and formal letter writing are not consistently respected.
Content	The CV and cover letter provide a thorough and accurate portrait of the job candidate, including compelling reasons why the person should be considered for the job.	The CV and cover letter provide an accurate portrait of the job candidate, including reasons why the person should be considered for the job.	The CV and cover letter provide information about the job candidate; the information may be incomplete, inaccurate, or without details. There may not be good reasons why the person should be considered for the job.

The final copy of the CV and cover letter will be judged according to the following criteria:

Exceeds expectations: The CV and cover letter are error free in language and format. The presentation of both products is professional and attractive.

Meets expectations: The CV and cover letter are error free in language. The format is generally correct. The presentation of both products is neat and attractive.

Needs work: The CV and cover letter are not error free in language. The format may or may not be correct. The presentation of both products is neat.

Thematic Curriculum Unit—Performance Assessment and Planning Guide

High School, Grade 12

Key Question: What do I think and feel? **What do you think and feel?** **Theme:** Work/careers **Topic:** Preparing for international careers

Beginning	Developing	Transitioning	Refining
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Students with continuous instruction from kindergarten through Grade 12 are refining their language skills as stated in the characteristics of the refining level. They will not yet be exhibiting the full expectation of the Performance Guidelines at this level; however, their performance will be solidly within the refining level. The key overarching question to target students' language performance is "What do I think and feel? What do you think and feel?" Students will discuss and defend opinions on issues of national and international importance.

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments, which may require use of English to demonstrate understanding of the texts.

Communication Mode: <i>Performance Assessment</i>	Interpretive	Interpersonal	Presentational
<p>B2: Listening: Students will comprehend the main idea and supporting ideas of oral presentations and authentic spoken materials.</p>	<p>Listen to a presentation by a guest speaker concerning how he/she uses languages on the job. Summarize the presentation. Discuss how important knowledge of another language and cross-cultural understanding are to success in this career. Include any questions that the speaker may not have directly answered, hypothesizing why he/she may have avoided a direct answer.</p>	<p>Discuss in a group of four to five people your options for career choices based on a variety of criteria including: availability of jobs, competition for jobs, salary, security, opportunity for travel, opportunity to use another language, opportunity for advancement, personal satisfaction, service to humanity, etc. Discuss the pros and cons of each career possibility.</p>	<p>Write a letter applying for an internship with a foreign company where you would like to work. State your qualifications, your career goals, and your knowledge of languages and cross-cultural understanding, which could enhance your candidacy.</p>

<p>Wisconsin Standards: Communication</p>	<p>B2: Listening: Students will comprehend the main idea and supporting ideas of oral presentations and authentic spoken materials.</p>	<p>A3: Opinions: Students will defend personal preferences, feelings, and opinions with substantive arguments.</p>	<p>C5: Forms of Writing: Students will write formal compositions, research papers, letters for a variety of purposes.</p>
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<p><i>Target Performance</i> (Key elements from the Performance Guidelines to consider in rubric development)</p>	<p>Content: —</p> <p>Accuracy: —</p>	<p>Content: <i>Spontaneity:</i> Initiates and maintains conversations using a variety of questions and rejoinders. Accuracy: <i>Ease:</i> Expresses a wide variety of topics with few pauses and hesitations; errors may occur but do not interfere with communication.</p>	<p>Content: <i>Situation:</i> Meets communication needs in a variety of settings; can meet a variety of writing needs including compositions, reports. Accuracy: <i>Spelling/orthography:</i> Can proofread to write the target language with few errors.</p>
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Communication Strategies:
Comprehension: Understands the main idea and most supporting ideas of conversations, lectures, and narration on a wide variety of topics; uses organizing principles, inferences, contexts, background knowledge to aid understanding.

Communication Strategies:
Clarification: Uses a variety of strategies to maintain communication.

Communication Strategies:
Monitoring: Can proofread to correct errors in structures and/or idioms when they are part of the student's prior learning.

Cross-Cultural Applications:
Verbal: Recognizes and produces linguistic patterns appropriate to the target language; begins to show an awareness of the underlying meaning and importance of these patterns.

Cross-Cultural Applications:
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Cross-Cultural Applications:
Awareness: Applies understanding of the target culture(s) and its unique perspectives to enhance comprehension of oral and written texts.

Links to Culture
 and the other
 Wisconsin Standards:

- ✓ **Connections**
- ✓ **Comparisons**
- ✓ **Communities**

Evidence (How these standards are incorporated in the instruction)

Structures and Vocabulary:
What needs to be taught for students to be successful in the performance assessment

Culture: D1: Patterns of Interaction: Students will interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect. (Protocols for job search in another country.)

Connections: F1: Speaking and Writing: Students will use topics and skills from other school subjects to discuss and and/or write in the language studied. (Writing letter applying for a job.)

Comparisons: H4: Cultural Characteristics: Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. (Formalities in asking questions of a guest speaker, in writing a letter of application.)

Communities: K2: Careers: Students will investigate careers where skills in another language and/or cross-cultural understanding are needed. (Exploring career options via guest speakers, discussions, Internet search for internships.)

- Structures:**
- Subjunctive
 - Comparisons/superlatives

- Vocabulary:**
- Formal language for letter writing
 - Job-related qualifications

Benchmark—Grade 12—Rubrics

Interpretive Task: This task has two components: The students must summarize an oral presentation, and they must judge how important knowledge of other languages and cross-cultural understanding are to the job presented. As part of the inference section of the task, students must also note if the speaker avoided answering any questions and why this might have happened. The second portion of the task asks the students to be critical listeners, making judgments about the information presented. The teacher may decide to grade the two components separately.

Oral Presentation: International Career

1. Comprehension of information provided by the speaker:

Exceeds expectations: The student is able to give a detailed summary of the speaker's presentation. The information is accurate and complete.

Meets expectations: The student is able to give a summary of the key ideas and many supporting ideas presented by the speaker. The information is accurate.

Needs work: The student is able to summarize the main ideas of the speech. Details are lacking and there may be some inaccuracies.

2. Making judgments about the speaker's career and responses to questions:

Exceeds expectations: The student is able to make astute observations about the candid responses of the speaker to questions and the importance of language and cross-cultural understanding in the career presented, because of background knowledge about the goals of the company and its role in the target culture.

Meets expectations: The student is able to make some observations about the candid responses of the speaker to questions and the importance of language and cross-cultural understanding in the career presented, because of background knowledge about the company and knowledge of the target culture.

Needs work: The student is able to make some observations about the candid responses of the speaker to questions and the importance of language and cross-cultural understanding in the career presented. These observations are not justified by background knowledge about the company or the target culture.

Interpersonal Task: The teacher determines how to assess students in this task, choosing to monitor groups as they discuss the topic, audio- or videotape each group, or have the students evaluate the success of the group. The teacher may choose any of these options or a combination. Because the students are at the refining level of language development, the emphasis should be on the quality of discussion.

Discussion: Career Options

1. Students speak the target language exclusively to accomplish the task.
 ___ Yes ___ No

2. There is equal participation in speaking the target language from all group members.
 ___ Yes ___ No

If you responded “no,” please describe the participation of the group members.

	Consistently	Sometimes	Rarely
Defends personal preferences, feelings, and opinions with substantive arguments.			
Initiates or maintains the discussion using a variety of questions and rejoinders.			
Includes all group members in the discussion.			
Listens respectfully to other opinions.			
Provides excellent, factual information on the topic being discussed.			

Presentational Task: This task implies that the student will research on the Internet companies where internships are available before completing the task. The teacher may decide to evaluate this work as part of the unit. The task is a letter of application. In order to judge the effectiveness of the letter of application, the teacher will need some information about the company to which the student is applying. Again, the teacher may decide to evaluate the background information that the student supplies as part of the unit. For the actual preparation of the letter of application, the teacher may choose to evaluate a rough draft or require that the students have more than one person read their letter and provide feedback before submitting the final copy to the teacher. To ensure an appropriate level of quality for the final product, the teacher may wish to specify certain criteria as nonnegotiable.

Internship: Letter of Application

Requirements:

1. The letter of application must include the following:

- ___ Formal letter format according to the target culture.
- ___ The letter must be typed.
- ___ The letter must be limited to one page.
- ___ The letter must include the following elements:
 - Qualifications for the internship
 - Special qualities that make you an exceptional candidate
 - Evidence that the candidate is familiar with the company
- ___ The letter must be accompanied by a one- to two-page description of the company to which the person is applying, providing pertinent background information that will help the teacher evaluate the quality of the letter of application.
- ___ The letter must be critiqued by two classmates before the final copy is submitted for grading. A comment sheet with feedback from each classmate must accompany the letter.

2. The letter of application will be judged according to the following criteria:

Exceeds expectations: The letter of application is carefully and thoughtfully written in both choice of language and structure of language. The candidate has provided succinct evidence that he or she is familiar with the company to which he or she is applying. There are compelling reasons why the candidate should receive serious consideration for the internship.

Meets expectations: The letter of application is carefully and thoughtfully written; there may be a few minor word choice or language structure errors. The candidate has provided evidence that he or she is familiar with the company to which he or she is applying. There are good reasons why the candidate should receive serious consideration for the internship.

Needs work: The letter of application is correctly written; there are errors of word choice or language structures. The candidate has provided some evidence that he or she is familiar with the company to which he or she is applying. The candidate has included reasons why he or she should receive consideration for the internship.