

Curriculum Planning Process

Adapted from Lisa Hendrickson & Karen Fowdy and the Wisconsin DPI World Language Curriculum Planning Guide.

1. Standards as a Mindset
2. Key question & theme
3. Brainstorming—what will students be able to do?
What SHOULD they be able to do?
4. Performance assessment
(interpersonal/interpretive/presentational)
5. Communication Standards
6. Performance Guidelines
(Content/Accuracy/Strategies/Cross-Cultural Applications)
7. Links to Culture and other C's
(Connections/Comparisons/Communities)
8. Structures and Vocabulary
9. Reflection

Lesson Planning Template
Modified from Cris Tovani's *Do I Really Have to Teach Reading*

Skill (task) students should perform (summative, performance assessment) : _____

Clearly state your Instructional Purpose (what is essential for students to know?):

What 2-3 places in this work might cause students difficulty:

What strategies will you use to help students through those parts:

Pre-work activities (what will you do before the lesson/task to activate prior knowledge and prepare students for the task):

What will you/students do during the work to keep them on pace, to check progress along the way?
(Formative assessment, formal or informal)

What will students do with what they've learned to provide evidence of understanding/ mastery:

What will you do after the work as an extension activity:

How will you accommodate learners of different ability levels who need simplification or amplification?

Minimum Mandatory Vocabulary/Structures to accomplish the task:

Vocabulary	Structures

What materials are necessary for this lesson:

What other person might be a good resource for this lesson: