
Alabama 9 World Languages I

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alabama
Grade	9 (High)
Subject	World Languages I
Course category	World Languages
Standards family	World Languages / Language Programs
Framework	2017 Alabama Course of Study: World Languages
Issuing agency	Alabama State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Working It Out From Cues

Unit 3: Working Out What Things Mean · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How much can you understand without knowing the words?
Standards	Interpreting Visual and Auditory Cues → Level I 2c Communication / Interpretive Mode — Interpret visual and auditory cues.
Learning target	"I can use visual and auditory cues to work out meaning."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will interpret visual and auditory cues in the target language.

Success criteria (student-friendly)

- "I use visual cues to predict meaning."
- "I use auditory cues such as tone and stress."
- "I state what I understood and how I knew."

Academic vocabulary

cue, context, prediction, inference, tone, intonation, stress, gist

Materials and technology

- Teacher-selected material the school may lawfully use
- Paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Meaning inferred from cues, with the method stated.

Family communication

Ask your child how they work out a word they do not know.

Day 41 — Understanding Is Not Translating

Week 9, Day 1 · Unit 3 · Standards: Level I 2c

Focus	The frame for the unit.
Learning target	"I can use visual and auditory cues to work out meaning."
Vocabulary in use	cue, context, prediction, inference, tone, intonation, stress, gist
Local date	_____

Learning sequence

Connect: producing language. Teach: that the interpretive mode is about GETTING THE GIST from everything available - the picture, the layout, the situation, the tone - rather than decoding word by word, and that word-by-word decoding is what makes students give up. Try: shared demonstration on material in a language nobody in the room studies, so the strategy is visible without the vocabulary. Apply: students state what they understood and how. Reflect: you understood something in a language you have never studied.

Check for understanding

Student infers meaning using non-linguistic cues.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Visual Cues

Week 9, Day 2 · Unit 3 · Standards: Level I 2c

Focus	The standard's first term.
Learning target	"I can use visual and auditory cues to work out meaning."
Vocabulary in use	cue, context, prediction, inference, tone, intonation, stress, gist
Local date	_____

Learning sequence

TEACHER NOTE ON MATERIALS: USE ONLY WHAT YOUR SCHOOL MAY LAWFULLY USE - openly licensed and public domain material, material published for educational use, and what your licences cover. NO TARGET-LANGUAGE MATERIAL IS REPRODUCED IN THIS PRODUCT. Connect: gist. Teach: the visual cues that carry meaning - images, layout, typography, numbers, symbols, and where a text appears - and how much they narrow the possibilities before a single word is read. Try: shared prediction from layout alone. Apply: students interpret visual cues in two texts. Reflect: you knew what it was before you read it.

Check for understanding

Student interprets visual cues in a text.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Auditory Cues

Week 9, Day 3 · Unit 3 · Standards: Level I 2c

Focus	The standard's second term.
Learning target	"I can use visual and auditory cues to work out meaning."
Vocabulary in use	cue, context, prediction, inference, tone, intonation, stress, gist
Local date	_____

Learning sequence

Connect: visual. Teach: the auditory cues - tone, intonation, stress, pace, laughter, where the speaker pauses - and that these carry whether something is a question, a complaint, a joke or an instruction, independently of the words. WHERE NO AUDIO IS AVAILABLE THE TEACHER'S OWN VOICE MEETS THIS IN FULL. Try: shared listening. Apply: students interpret auditory cues. Reflect: you can tell what kind of thing it is before you know what it is.

Check for understanding

Student interprets auditory cues.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Combining Them

Week 9, Day 4 · Unit 3 · Standards: Level I 2c

Focus	Practice.
Learning target	"I can use visual and auditory cues to work out meaning."
Vocabulary in use	cue, context, prediction, inference, tone, intonation, stress, gist
Local date	_____

Learning sequence

Connect: both. Teach: combining cues with what little language is known, and the practical discipline of committing to a best guess rather than stopping. Try: shared practice. Apply: students state a supported interpretation of a short item. Reflect: a confident wrong guess is more useful than no guess; you can correct it.

Check for understanding

Student states a supported interpretation from combined cues.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 45 — Saying How You Knew

Week 9, Day 5 · Unit 3 · Standards: Level I 2c

Focus	Metacognition.
Learning target	"I can use visual and auditory cues to work out meaning."
Vocabulary in use	cue, context, prediction, inference, tone, intonation, stress, gist
Local date	_____

Learning sequence

Connect: interpretation. Teach: stating which cue produced the understanding, which is what makes the strategy transferable to the next text instead of a lucky hit. Try: shared modelling. Apply: students state their interpretation and its evidence. Reflect: naming the strategy is how you keep it.

Check for understanding

Student states the cue that produced their interpretation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alabama State Department of Education. 2017 Alabama Course of Study: World Languages. Adopted 2017. GRADES 7-12 LEVEL I, PDF pages 34-35. The workbook names the level for this row ("World Languages I"), and Alabama's Levels I-V are each headed "Grades 7 - 12" -- a level is a YEAR OF LANGUAGE STUDY, not a year of school. Level I is therefore the same standard set whether it is taken in Grade 7 or Grade 9, and THIS ENTRY IS IDENTICAL TO THE GRADE 7 WORLD LANGUAGES ENTRY, which is disclosed rather than obscured. What differs between the two products is the year of lessons written against the standards, not the alignment. LEVEL I IS FOR A CLASS IN ITS FIRST YEAR OF THE LANGUAGE: a Grade 9 class continuing a language begun in Grade 7 or 8 is at Level II or III and needs a different set. The Grades 7-12 programme overview states it is "designed both for learners with no previous language learning experience and for those with language learning experience at the elementary and middle/junior high grades". The separate K-8 EXPLORATORY programme is organised by proficiency range rather than by level and is not this. AMERICAN SIGN LANGUAGE has its own Grades 7-12 Level I-IV standards (pp67 onward) and is not included. Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/03/2017-World-Languages-COS.pdf>