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# New York 10 World Languages II

**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            | New York                                                     |
| Grade            | 10 (High)                                                    |
| Subject          | World Languages II                                           |
| Course category  | World Languages                                              |
| Standards family | World Languages / Language Programs                          |
| Framework        | New York State Learning Standards for World Languages (2021) |
| Issuing agency   | New York State Education Department                          |
| 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 — Restating What You Heard and Saw

### Unit 3: Interpreting Real Material · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Can you say back what a recording actually said?                                                                                                                                                                                                                                     |
| Standards          | <b>Communication / Interpretive Mode (1) -&gt; WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C — 3</b><br>standards; full text in the standards table<br><b>Communication / Interpretive Mode (2) -&gt; WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C — 3</b><br>standards; full text in the standards table |
| Learning target    | "I can restate information from an audio or visual document in the target language."                                                                                                                                                                                                 |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                      |

### Measurable objectives

- Students will interpret what is heard, read or viewed on familiar topics using the past tense.
- Students will restate information from audio and visual documents in the target language.

### Success criteria (student-friendly)

- "I restate rather than translate."
- "My restatement is accurate to the source."
- "I use the target language throughout."

### Academic vocabulary

interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase

### Materials and technology

- Material the school may lawfully use
- Notebooks
- Paper and pencil

### 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Information from a document restated accurately in the target language.

**Family communication**

Ask your child what a recording in the language was about.

## Day 41 — Interpretive Means More at Level II

Week 9, Day 1 · Unit 3 · Standards: WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Focus             | The change.                                                                             |
| Learning target   | "I can restate information from an audio or visual document in the target language."    |
| Vocabulary in use | interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase |
| Local date        | _____                                                                                   |

### Learning sequence

TEACHER NOTE GOVERNING THIS UNIT AND UNIT 6. NO COPYRIGHTED TEXT, RECORDING, VIDEO OR IMAGE IS REPRODUCED IN THIS PRODUCT, AND NO SOURCE, SERVICE, PLATFORM OR PUBLICATION IS NAMED. Authentic material comes from what YOUR SCHOOL MAY LAWFULLY USE - openly licensed and public domain material, material published for educational use, and anything your own licences cover - and what a licence permits is a question for your school and district, on which this plan gives no advice. WHERE A SCHOOL HAS NO AUDIO OR VIDEO PROVISION, THE TEACHER READING A TEXT ALOUD IS AN AUDIO DOCUMENT AND MEETS THE STANDARD IDENTICALLY. Connect: Unit 2. Try: shared reading of the three sub-standards. Apply: students note which they expect to find hardest. Reflect: three operations, three weeks.

### Check for understanding

Student distinguishes the three interpretive sub-standards.

### 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 — Listening for What Was Actually Said

Week 9, Day 2 · Unit 3 · Standards: WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Focus             | Accuracy.                                                                               |
| Learning target   | "I can restate information from an audio or visual document in the target language."    |
| Vocabulary in use | interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase |
| Local date        | _____                                                                                   |

### Learning sequence

Connect: the operations. Teach: the discipline of hearing what a document says rather than what you expect - the commonest interpretive error at this level is filling a gap with a plausible guess and then reporting it as heard - and marking uncertainty. SELECTION CRITERION: a short document on a familiar topic, in the past time frame, from material your school may lawfully use. Try: shared listening with uncertainty marked. Apply: students note what they heard and what they guessed, separately. Reflect: separating heard from guessed is the whole skill.

### Check for understanding

Student separates what was heard from what was inferred.

### 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 — Restating, Not Translating

Week 9, Day 3 · Unit 3 · Standards: WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Focus             | WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C's own requirement.                                   |
| Learning target   | "I can restate information from an audio or visual document in the target language."    |
| Vocabulary in use | interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase |
| Local date        | _____                                                                                   |

### Learning sequence

Connect: accurate listening. IN THE TARGET LANGUAGE, so translation into English does not meet it - restating means saying the content again in the target language, in your own simpler words, which is a genuinely different and more useful skill. Try: shared modelling of a restatement. Apply: students restate a document's content in the target language. Reflect: simpler words, same content, same language.

### Check for understanding

Student restates content in the target language.

### 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 — Visual Documents

Week 9, Day 4 · Unit 3 · Standards: WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Focus             | The other half of the sub-standard.                                                     |
| Learning target   | "I can restate information from an audio or visual document in the target language."    |
| Vocabulary in use | interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase |
| Local date        | _____                                                                                   |

### Learning sequence

Connect: audio. Teach: that a VISUAL DOCUMENT carries information in layout, image and text together - a notice, a poster, a schedule, a chart - and that reading one is a distinct skill from reading continuous prose. Try: shared reading of a visual document the school may lawfully use. Apply: students restate a visual document's information. Reflect: the layout is part of the message.

### Check for understanding

Student restates information from a visual document.

### 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 45 — Restating in the Past

Week 9, Day 5 · Unit 3 · Standards: WL.MOD.1.A, WL.MOD.1.B, WL.MOD.1.C

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Focus             | The standard's own tense.                                                               |
| Learning target   | "I can restate information from an audio or visual document in the target language."    |
| Vocabulary in use | interpret, restate, audio document, visual document, gist, detail, accuracy, paraphrase |
| Local date        | _____                                                                                   |

### Learning sequence

Connect: restatement. Teach: a restatement of what a document reported is itself in the past time frame - and checking for the drift into the present that Week 7 predicted. Try: shared checking. Apply: students restate a document in the past time frame and self-check. Reflect: the drift is predictable, so check for it.

### Check for understanding

Student restates a document in the past time frame.

### 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

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- This is a **digital download**. Nothing is shipped.
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## Source citation

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