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# West Virginia 11 World Languages III / Advanced

**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            | West Virginia                                             |
| Grade            | 11 (High)                                                 |
| Subject          | World Languages III / Advanced                            |
| Course category  | World Languages                                           |
| Standards family | World Languages / Language Programs                       |
| Framework        | West Virginia College- and Career-Readiness Standards     |
| Issuing agency   | West Virginia 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 — Needs, Wants and Preferences

### Unit 3: Presentational: One-Way Communication · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Can I say what I want and why?                                                                                                                         |
| Standards          | <b>Communication / Presentational Mode (2)</b> -> <b>WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17</b><br>— 4 standards; full text in the standards table |
| Learning target    | "I can express what I need, want and prefer, and say why."                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                        |

#### Measurable objectives

- Students will express needs, wants, and preferences.
- Students will justify a preference rather than only stating it.

#### Success criteria (student-friendly)

- "I express needs, wants and preferences distinctly."
- "I justify a preference with a reason."
- "I vary the strength and politeness of the expression."

#### Academic vocabulary

TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests

#### Materials and technology

- Notebooks
- Supplied scenario cards
- Classroom space

#### 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**

Student expresses and justifies needs, wants and preferences at varied strengths.

**Family communication**

Ask your child how they would politely ask for something in the language.

## Day 41 — Three Different Things

Week 9, Day 1 · Unit 3 · Standards: WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17

|                   |                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Opening this week's standard.                                                                                                             |
| Learning target   | "I can express what I need, want and prefer, and say why."                                                                                |
| Vocabulary in use | TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests |
| Local date        | _____                                                                                                                                     |

### Learning sequence

Connect: 3a names NEEDS, WANTS and PREFERENCES, which English distinguishes and students often collapse. Teach: a NEED is a requirement -- something without which you cannot proceed; a WANT is a desire; a PREFERENCE is a choice between available options. Teach that most languages express these with different structures and that using the wrong one changes what you communicate: saying you need something when you merely want it is a different social act. TARGET LANGUAGE SLOT: your language's structures. Teach the practical value: this is exactly what a person requires abroad, at a table, in a shop, in a classroom or in an emergency, and the distinction matters most when it matters most. Try: students classify supplied situations by which is being expressed. Apply: students express each of the three about the same object. Reflect: which structure did you not have?

### Check for understanding

Student distinguishes and expresses needs, wants and preferences.

### 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 — Saying Why

Week 9, Day 2 · Unit 3 · Standards: WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17

|                   |                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Justification, which raises the level.                                                                                                    |
| Learning target   | "I can express what I need, want and prefer, and say why."                                                                                |
| Vocabulary in use | TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests |
| Local date        | _____                                                                                                                                     |

### Learning sequence

Connect: 'I want the blue one' is Level I; 'I would rather have the blue one because the other is too small' is Level III. Teach: what justification adds linguistically -- a subordinate clause, which is Week 8's complexity demand; comparative structures; and often a conditional or hypothetical, which is where the time frames stretch. Teach what it adds socially: a reason makes a preference negotiable rather than arbitrary, which is how adults actually converse. Teach the practical technique: never state a preference without a because, as a class habit, which forces the structure into use until it is automatic. Try: students state and justify preferences across supplied scenarios. Apply: pairs negotiate a shared choice, which requires justification to work. Reflect: did the reason change your partner's mind?

### Check for understanding

Student justifies a preference using subordination and comparison.

### 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 — Strength and Politeness

Week 9, Day 3 · Unit 3 · Standards: WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17

|                   |                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Gradation.                                                                                                                                |
| Learning target   | "I can express what I need, want and prefer, and say why."                                                                                |
| Vocabulary in use | TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests |
| Local date        | _____                                                                                                                                     |

### Learning sequence

Connect: how strongly you want something and how politely you say so are different dials. Teach: languages grade both, and the gradations rarely map onto English one to one. Teach the STRENGTH dial -- from a mild preference through a clear want to an urgent need -- and the POLITENESS dial, from blunt through neutral to deferential. Teach the interaction that matters: a strong want expressed bluntly is a demand, and the same want expressed deferentially is a request, and getting this wrong is the commonest way learners are misread as rude. TARGET LANGUAGE SLOT: your language's own gradations, which may be in verb forms, particles, word order or phrasing. Teach the safe default of the more polite form when unsure, as in Week 4. Try: students express the same want at three strengths and two politeness levels. Apply: students choose the appropriate combination for supplied situations. Reflect: which combination is most useful to you?

### Check for understanding

Student grades strength and politeness appropriately for a situation.

### 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 — Presenting a Case

Week 9, Day 4 · Unit 3 · Standards: WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17

|                   |                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Extending 3a into presentation.                                                                                                           |
| Learning target   | "I can express what I need, want and prefer, and say why."                                                                                |
| Vocabulary in use | TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests |
| Local date        | _____                                                                                                                                     |

### Learning sequence

Connect: this week's standard sits under the PRESENTATIONAL mode, so this is prepared one-way production rather than a request across a counter. Teach: what a presented case looks like -- state the preference or need clearly; give the reasons in order of strength; acknowledge the alternative and say why it is less good, which is a genuine structure and needs comparative language; and conclude. Teach that this shape is what a persuasive text does in any language and that having it makes the language easier, since the student knows what sentence comes next. Try: students prepare a short presented case on a supplied topic. Apply: students deliver to a partner or small group, their choice. Reflect: which reason was hardest to express?

### Check for understanding

Student presents a justified case using a persuasive structure.

### 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 — Consolidating Needs and Preferences

Week 9, Day 5 • Unit 3 • Standards: WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17

|                   |                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | WLC.IV.14, WLC.IV.15, WLC.IV.16, WLC.IV.17 in use.                                                                                        |
| Learning target   | "I can express what I need, want and prefer, and say why."                                                                                |
| Vocabulary in use | TARGET LANGUAGE SLOT: modal and desiderative structures, comparative forms, and the politeness gradations your language uses for requests |
| Local date        | _____                                                                                                                                     |

### Learning sequence

Connect: put it into a task with a real outcome. Teach: brief a task where a group must reach a shared decision, which requires everybody to state a preference, justify it, understand others', and negotiate -- and which therefore exercises 3a alongside Unit 1's interpersonal work. Teach that the group must actually agree, so the language has to do real work. Teach the honest note: a student who cannot express their preference will be overruled, which is a strong incentive and also a reason to make sure everybody has the structures before starting. Try: groups reach a decision in the target language. Apply: groups report the decision and the reasoning that won. Reflect: were you able to say what you actually thought?

### Check for understanding

Student negotiates a group decision expressing and justifying preferences.

### 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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