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# Wisconsin 12 World Languages IV / 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            | Wisconsin                                                 |
| Grade            | 12 (High)                                                 |
| Subject          | World Languages IV / Advanced                             |
| Course category  | World Languages                                           |
| Standards family | World Languages / Language Programs                       |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department of Public Instruction                |
| 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 — Presenting To Somebody Who Cannot Ask

**Unit 3: Presentational: Saying It To Somebody Who Cannot Reply · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45**

|                    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Essential question | What changes when your audience cannot interrupt?                               |
| Standards          | <b>Communication / Presentational Mode (1) -&gt; WL.IT.1.a.a9 strand</b> — text |
| Learning target    | "I can present so that a listener who cannot ask still follows."                |
| Local dates        | _____ (enter your school dates)                                                 |

### Measurable objectives

- Students will present information, concepts, and ideas in various time frames and moods.

### Success criteria (student-friendly)

- "I structure so the listener can follow."
- "I signal what is coming."
- "I do not rely on being asked to clarify."

### Academic vocabulary

presentational, structure, signposting, audience, redundancy

### Materials and technology

- Notebooks
- Supplied prompts

### 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

A short presentation structured for a non-interacting audience.

### **Family communication**

Ask your child why presenting is harder than conversation.

## Day 41 — Why This Is A Separate Mode

Week 9, Day 1 · Unit 3 · Standards: WL.IT.1.a.a9

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The premise.                                                     |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Teach: WHY THE DOCUMENT SEPARATES IT -- in conversation your partner repairs your failures by asking, and in presentation nobody does, so everything the listener needs must be built in -- and that this is why a student who is fluent in conversation can be incomprehensible in presentation. Try: shared discussion. Apply: students name three things a conversation partner does for them that an audience will not. Reflect: which will you miss most?

### Check for understanding

Student explains why presentational communication differs from interpersonal.

### 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 — Structure The Listener Can Follow

Week 9, Day 2 · Unit 3 · Standards: WL.IT.1.a.a9

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The main tool.                                                   |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Connect: nobody can ask. Teach: that structure carries the listener -- say what you will cover, mark each move, and signal the end -- and that signposting is more important in a second language than in a first because the listener has less spare capacity. Try: shared analysis of supplied examples. Apply: students structure a short presentation. Reflect: could somebody follow it without the words?

### Check for understanding

Student structures a presentation with explicit signposting.

### 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 — Redundancy Is A Feature

Week 9, Day 3 · Unit 3 · Standards: WL.IT.1.a.a9

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Counter-intuitive.                                               |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Connect: listeners miss things. Teach: that saying something twice in different words is a fault in writing and a virtue in speech, because the listener who missed it the first time gets a second chance -- and that learners avoid this because repetition feels like poor vocabulary when it is actually good communication. Try: shared practice. Apply: students build one deliberate restatement into a presentation. Reflect: did it feel wrong?

### Check for understanding

Student uses deliberate restatement for a listener.

### 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

### Week 9, Day 4 • Unit 3 • Standards: WL.IT.1.a.a9

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | WL.IT.1.a.a9 delivered.                                          |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

TEACHER NOTE: FOUR ROUTES AS ANNOUNCED -- to the teacher alone, to a partner, to a small self-chosen group, or as a recording or written version the student prepares. ALL EQUAL, ALL ASSESSED IDENTICALLY, NO REQUEST NEEDED. Prompts are supplied or invented, never personal. Connect: the structure exists. Teach: reminders only. Try: brief setup. Apply: students present by their chosen route. Reflect: where did the listener lose you?

### Check for understanding

Student delivers a structured presentation by their chosen route.

### 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 — Getting Feedback On Comprehensibility

Week 9, Day 5 · Unit 3 · Standards: WL.IT.1.a.a9

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The only honest test.                                            |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

TEACHER NOTE: FEEDBACK ADDRESSES THE PRESENTATION, NOT THE SPEAKER, AND NEVER ACCENT. Connect: presentations aim at understanding. Teach: that the test is asking a listener what they understood rather than whether it was good, and that a listener who got something different is data about the presentation. Try: shared framing. Apply: students test theirs. Reflect: what did they take away?

### Check for understanding

Student tests a presentation by asking what a listener understood.

### 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.
- 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.
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