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# Wyoming 7 World Languages

**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            | Wyoming                                                   |
| Grade            | 7 (Middle)                                                |
| Subject          | World Languages                                           |
| Course category  | Language                                                  |
| Standards family | World Languages / Language Programs                       |
| Framework        | Wyoming Content and Performance Standards                 |
| Issuing agency   | Wyoming 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 — Presenting Basic Information

### Unit 3: Presenting · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                     |
|--------------------|---------------------------------------------------------------------|
| Essential question | How do you tell a group something rather than one person?           |
| Standards          | <b>Presenting Basic Information -&gt; 3-12.WL.1.3 strand</b> — text |
| Learning target    | "I can present basic information orally and in writing."            |
| Local dates        | _____ (enter your school dates)                                     |

#### Measurable objectives

- Students will present basic information orally and in writing in the target language.

#### Success criteria (student-friendly)

- "I prepare rather than improvise."
- "I present clearly to an audience."
- "I present in writing as well as orally."

#### Academic vocabulary

present, audience, prepare, clarity, written form

#### Materials and technology

- Paper and pencils
- Whiteboard
- Notebooks
- Recording device if permitted
- Devices optional

#### 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**

Basic information presented both orally and in writing.

**Family communication**

Ask your child what makes presenting different from conversation.

## Day 41 — Presenting Is One-Way

Week 9, Day 1 • Unit 3 • Standards: 3-12.WL.1.3

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The distinction.                                         |
| Learning target   | "I can present basic information orally and in writing." |
| Vocabulary in use | present, audience, prepare                               |
| Local date        | _____                                                    |

### Learning sequence

Connect: Unit 1's exchanges. Teach: that presentational language is one-way - no partner to repair a misunderstanding, no questions to fill gaps - so it must be prepared and clear in a way conversation need not be. Try: shared comparison. Apply: pupils state the difference.

### Check for understanding

Student explains why presentational language must be prepared.

### 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 — Preparing Something Short

Week 9, Day 2 · Unit 3 · Standards: 3-12.WL.1.3

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Drafting.                                                |
| Learning target   | "I can present basic information orally and in writing." |
| Vocabulary in use | present, audience, prepare                               |
| Local date        | _____                                                    |

### Learning sequence

Connect: the distinction. Teach: building a short presentation from structures already held rather than reaching for language beyond Level I, which is what makes it deliverable. Try: shared drafting. Apply: pupils draft a short presentation. Reflect: staying within known language is the skill, not a limitation.

### Check for understanding

Student drafts a presentation using only known structures.

### 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 — Saying It Clearly

Week 9, Day 3 · Unit 3 · Standards: 3-12.WL.1.3

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Oral delivery.                                           |
| Learning target   | "I can present basic information orally and in writing." |
| Vocabulary in use | present, audience, prepare                               |
| Local date        | _____                                                    |

### Learning sequence

Connect: drafting. Teach: pace, volume and pausing for a listener who cannot ask - and that slower is almost always better for both speaker and audience. Try: shared rehearsal in pairs. Apply: pupils deliver to a partner or small group. Reflect: NO PUPIL PRESENTS ALONE TO THE CLASS UNLESS THEY CHOOSE TO; a small group, one-to-one or a private recording all meet the standard.

### Check for understanding

Student delivers a prepared presentation at a workable pace.

### 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 — Writing It Down

### Week 9, Day 4 · Unit 3 · Standards: 3-12.WL.1.3

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The written half.                                        |
| Learning target   | "I can present basic information orally and in writing." |
| Vocabulary in use | present, audience, prepare                               |
| Local date        | _____                                                    |

### Learning sequence

Connect: oral delivery. Teach: that the standard names WRITING as well, that written form allows revision the spoken cannot, and what changes - spelling, accents or marks the language requires, punctuation. Try: shared writing. Apply: pupils write their presentation. Reflect: the two modes are assessed together.

### Check for understanding

Student writes a short presentation with correct written conventions.

### 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 — Presenting Both Ways

### Week 9, Day 5 · Unit 3 · Standards: 3-12.WL.1.3

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | 3-12.WL.1.3 assessed.                                    |
| Learning target   | "I can present basic information orally and in writing." |
| Vocabulary in use | present, audience, prepare                               |
| Local date        | _____                                                    |

### Learning sequence

Connect: the week. Teach: delivering orally and submitting in writing, and comparing what each mode did better. Try: shared delivery. Apply: pupils present in both modes.

### Check for understanding

Student presents basic information orally and in writing.

### 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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