# *Please use the templates below as guides for planning your unit.*

# Appendix A: World Language Unit Template

# 2018-2019

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| **Language** |  |
| **Course/Level** |  |
| **Targeted Proficiency Range** |  |
| **Thematic Unit** |  |
| **Unit Length** |  |
| **Stage 1: Desired Results** |
| **Enduring Understanding(s) / Essential Question(s)**(What universal big idea or question is being discussed?) |   |
| **Learning Targets**(What do students need to know and be able to do?) | * I can …
 |
| **Benchmarks for the Unit**(Or how do you know the students got it? What level of performance is acceptable? Good? Outstanding? Needs improvement?) |  |
| **Standards**:Check as many as apply.  | \_\_\_\_\_1.1 Interpersonal communication\_\_\_\_\_1.2 Interpretive communication\_\_\_\_\_1.3 Presentational communication\_\_\_\_\_2.1 Cultural practices and perspectives\_\_\_\_\_2.2 Cultural products and perspectives\_\_\_\_\_3.1 Connections to other disciplines\_\_\_\_\_3.2 Acquiring new information\_\_\_\_\_4.1 Language comparisons\_\_\_\_\_4.2 Cultural comparisons |
| **Functions**What can learners do? | **Knowledge** What context, structure and culture will learners need to show their knowledge? |
| **Functions** | **Thematic Context** | **Grammatical Structure** | **Cultural Competence** |
|  | * I can …
 | * I can …
 | * I can …
 |
| **Stage 2: Assessment Evidence****Summative Performance Assessments (May be separate or combined)** |
| Interpretive Listening |  |
| InterpretiveReading |  |
| Interpersonal (spontaneous; person to person) |   |
| PresentationalSpeaking (brief up to 5 min) |  |
| Presentational Writing |  |
| **Formative Assessments (may be separate or combined)** | **Formative Assessments (may be separate or combined)** |
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| **Stage 3: Learning Activities** |
| **Interpersonal** | **Interpretive** | **Presentational** |
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| **Other Learning Activities** |
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| **Resources** |
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**Appendix B: UNIT TEMPLATE (Adapted From: *The Keys to Planning for Learning*)**

**Proficiency Target:** **Duration:** **Theme:**

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| **Essential Question (What Learners Are Exploring):** |
| **Unit Goals:**  |
| **Lead with Culture - How learners explore the Essential Question:** |
| **Summative Performance Assessments** |
| **Interpretive** |
|   |
| **Presentational** | **Interpersonal** |
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| **Can-Do Statements (Customized for this unit)** |
| **Intercultural Communication:** | **Interpretive** |
| **Presentational** |
| **Interpersonal** |

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| --- | --- | --- |
| **Supporting****Functions** | **Supporting****Structures/Patterns** | **Priority** **Vocabulary** |
|  |  |  |
| **Key Learning Tasks/Formative Assessments** |
| Key Learning Task/Formative Assessment*(representative samples**from beginning to end of unit)* | Daily Learning Objectives:How does this task support the unit goals or performance assessments? | Mode(s) of Communication |
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| **Intercultural Reflection Questions:** |