# *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 |  | | | | | | | |
| Interpretive  Reading |  | | | | | | | |
| Interpersonal (spontaneous; person to person) |  | | | | | | | |
| Presentational  Speaking (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** | |
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| **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:** | | | | |