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| **Course and Curriculum Design Tool\***  ***\*Districts have local control over course and curriculum development.***  ***All information in this document is strictly guidance***  ***for using the components of the Model Curriculum.*** |

**SCHOOL YEAR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Language / Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** [**Final Targeted Proficiency Level(s**](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Introduction-to-Learning-Standards/Proficiency-and-Research-based-Proficiency-Targets)**):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[**Ohio’s World Language Standards**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language)

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| **UNITS**  ***(***[***Title, theme, topics, etc***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Content)***.)*** | |
| **1.** | **5.** |
| **2.** | **6.** |
| **3.** | **7.** |
| **4.** | **8.** |
| **CULTURAL KNOWLEDGE AND UNDERSTANDINGS FOR THIS COURSE**  **Refer to:** [***Cultures Standard***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)***;*** [***Intercultural Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | |
| **1.** | **5.** |
| **2.** | **6.** |
| **3.** | **7.** |
| **4.** | **8.** |

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| [**Unit # and Title**](#unitTitle)**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Unit Outline:**  Develop a general outline for what students will know and be able to do by the end of this unit.  Each section below is linked to the related [**Model Curriculum**](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components) information.  A detailed [**Unit Design Tool**](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/How-to-Use-the-Model-Curriculum) is also available.  [**Sample Units**](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/How-to-Use-the-Model-Curriculum) are available for reference. | |
| [**Unit Overview**](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Content)**:** *Theme or topic*  *Essential question(s)* | Theme or topic(s):  Essential question(s): |
| **Unit Learning Targets/ Goals/ Outcomes**  *What will students be able to do/communicate by the end of this unit, and in what context?*   * **Communication:**   *Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)   * **Culture:**   *Intercultural* [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | Communication and Culture goal(s): |
| **Standards and Competencies:**  *Grade levels:* [***K–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)[***6–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_6-12_Standards_with_links_-9may2014.pdf.aspx)[***9–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx) | Interpretive:  Interpersonal:  Presentational:  Intercultural: |
| **Proficiency Level of Tasks in This Unit:**  ***[Novice Low/ Mid/ High,](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Expectations-for-Learning)***  ***[Intermediate Low/ Mid/ High](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Expectations-for-Learning)*** |  |
| **[Integrated Performance Assessment (IPA):](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies)**  *End-of-unit assessment: interpretive\*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*  \*[***ACTFL Appendix D***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics/IPA-AppendixD_InterpretiveTasks-ACTFL.pdf.aspx)*template is useful for creating Interpretive activities.* | [**Authentic Resource**](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources)(general or specific):  Interpretive Task Overview (reading and/or listening):  Interpersonal Task Overview (written or oral):  Presentational Task Overview (written or oral): |
| **Language** [**Functions**](http://www.redmond.k12.or.us/files/2013/08/ELP_Standards_Brief.pdf)**, Structures, Vocabulary:**  *Overview of the content students will know by the end of this unit* | Language Functions:  Structures/grammar (general or specific):  Vocabulary (general or specific): |
| **Pre-Assessment of Prior Knowledge:**  *How will students show what they already know about the topic of this unit?* | Pre-assessment activities: |
| [**Authentic/Cultural Resources:**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Instructional-Resources)  *What audio, video or text will we use throughout this unit for practice?* | Authentic/Cultural Resources (general or specific): |
| **[Formative Practice and Assessments:](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies)**  *How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?*  *(activities, quizzes, bell ringers, games, exit tickets, etc.)* | Interpretive:  Interpersonal:  Presentational:  Culture:  Vocab:  Grammar:  Other: |
| [**Instructional Strategies and Resources:**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Instructional-Strategies)  *Overview of helpful instructional strategies*  *for this unit (diverse learners,* *native speakers, technology, career connections, etc.)* | Tech Integration:  Native/Heritage Speakers:  Students with Disabilities:  Gifted Students:  Career connections: |