

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): _____

Ohio's World Language Standards

UNITS <i>(Title, theme, topics, etc.)</i>	
1.	5.
2.	6.
3.	7.
4.	8.

CULTURAL KNOWLEDGE AND UNDERSTANDINGS FOR THIS COURSE

Refer to: [Cultures Standard](#); [Intercultural Can-Do Statements](#)

1.

5.

2.

6.

3.

7.

4.

8.

Unit # and Title:

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](#) information.

A detailed [Unit Design Tool](#) is also available.

[Sample Units](#) are available for reference.

Unit Overview:

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](#)

- **Culture:**

Intercultural [Can-Do Statements](#)

Communication and Culture goal(s):

Standards and Competencies:

Grade levels: [K-12](#) [6-12](#) [9-12](#)

Interpretive:

Interpersonal:

Presentational:

Intercultural:

<p>Proficiency Level of Tasks in This Unit:</p> <p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u></p>	
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <p>Interpersonal Task Overview (written or oral):</p> <p>Presentational Task Overview (written or oral):</p>
<p>Language <u>Functions</u>, Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Language Functions:</p> <p>Structures/grammar (general or specific):</p> <p>Vocabulary (general or specific):</p>

<p><u>Pre-Assessment of Prior Knowledge:</u> <i>How will students show what they already know about the topic of this unit?</i></p>	<p>Pre-assessment activities:</p>
<p><u>Authentic/Cultural Resources:</u> <i>What audio, video or text will we use throughout this unit for practice?</i></p>	<p>Authentic/Cultural Resources (general or specific):</p>
<p><u>Formative Practice and Assessments:</u> <i>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?</i> <i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive: Interpersonal: Presentational: Culture: Vocab: Grammar: Other:</p>
<p><u>Instructional Strategies and Resources:</u> <i>Overview of helpful instructional strategies for this unit (diverse learners, native speakers, technology, career connections, etc.)</i></p>	<p>Tech Integration: Native/Heritage Speakers: Students with Disabilities: Gifted Students: Career connections:</p>