



Document Usage: Teachers may use this Checkpoint A model unit plan exemplar as a guide or inspiration when developing unit plans.

- The **black bolded font** represents the elements of the unit plan template.
- The black non-bolded font represents the contents of the “Places of Importance” unit plan exemplar.
- The *blue italicized font* explains the intended content for each element of the unit plan. You may choose to use these explanations as a means of self-assessment when designing your own unit plans.

For further guidance, you may watch the linked webinars pertaining to each section.

Unit Plan Context: The purpose of this section is to identify what will be taught, for what purpose, for how long, and what students will be able to do with the language by the end of the unit.

UNIT PLAN CONTEXT	
Language / Course: Any Language / Grade 8 <input type="checkbox"/> <i>I identified 7th or 8th grade.</i>	Length of Unit: 6 weeks <input type="checkbox"/> <i>I selected a unit length between 3 – 10 weeks.</i>
Proficiency Checkpoint and Proficiency Target: From Checkpoint A - Novice High to Checkpoint B - Intermediate Low <input type="checkbox"/> <i>I selected Checkpoint A – Novice Mid or Checkpoint A - Novice High.</i>	
Meaningful Unit Title: Places of Importance <input type="checkbox"/> <i>My unit title is broad, captures the overarching theme, and inspires curiosity.</i>	
NYS World Language Anchor Theme: B. Contemporary Life <input type="checkbox"/> <i>I selected the anchor theme associated with the anchor topic.</i>	NYS World Language Anchor Topic: B. Communities & Neighborhood <input type="checkbox"/> <i>The anchor topic is associated with the anchor theme.</i> <input type="checkbox"/> <i>The anchor topic is the main topic associated with the unit title.</i>
Integrated NYS World Language Topics: C. Physical Environment, Climate, Weather, & Geography C. The Arts B. Travel <input type="checkbox"/> <i>I selected at least 2 topics that are meaningfully integrated throughout the unit.</i> <input type="checkbox"/> <i>Each integrated topic is visible in the Unit Overview, Can-Do Statements, Language Toolbox, and Resources & Materials.</i>	
Brief Unit Overview: This unit begins with students identifying and locating places in their community they believe are important, describing characteristics of the locations, and listing simple reasons for why they believe they are important. Students introduce important places in their community to visitors by describing them and presenting simple reasons for their importance in a presentational task. The unit continues with students identifying and locating important places in the U.S., describing their characteristics, and listing simple reasons for their importance. Students then interpret authentic resources to identify, locate, and describe characteristics of cultural heritage sites in target cultures, and list simple reasons for their importance. Students compare target culture cultural heritage sites with places of importance in their own culture. Students express preferences with simple reasons for which cultural heritage site(s) to travel to and identify elements of a travel itinerary (e.g., time of year, dates, days, times, transportation, lodging). <input type="checkbox"/> <i>I described how the unit plan will develop and be sequenced (e.g., beginning, middle, end).</i> <input type="checkbox"/> <i>I included the <u>language functions</u> that will be identified in the Can-Do Statements and Summative Performance Tasks.</i>	<div style="position: absolute; left: -40px; top: 0px;">beginning</div> <div style="position: absolute; left: -40px; top: 50px;">middle</div> <div style="position: absolute; left: -40px; top: 100px;">end</div>
Inquiry Question(s): What makes a place important? <input type="checkbox"/> <i>There are one or two inquiry questions.</i> <input type="checkbox"/> <i>Each question reflects the overarching focus and purpose of the unit.</i> <input type="checkbox"/> <i>Each question is open-ended.</i> <input type="checkbox"/> <i>Students will be able to answer the question(s) in the target language at their proficiency level.</i>	

Unit-Level Can-Do Statements & Acceptable Evidence: The purpose of this section is to identify what learners will be able to do in each standard by the end of the unit and what evidence will be used to make their learning visible.

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	<p>I can identify basic information about and characteristics of cultural heritage sites</p> <p>I can identify information necessary for planning a trip to a cultural heritage site</p> <p><i>language function</i> → identify <i>context for communication</i> → planning a trip</p> <ul style="list-style-type: none"> I included: I can + <u>interpretive language function</u> + context for communication The focus is on meaning-making rather than vocabulary, grammar, or translation. 	<ul style="list-style-type: none"> by answering questions and completing a graphic organizer using information found in authentic resources. <i>skill</i> by completing a graphic organizer using information found in the videos and maps. <i>performance task</i> <p><i>authentic resources</i> → videos and maps</p> <ul style="list-style-type: none"> I included: by <u>skill</u> + <u>observable performance task</u> + <u>authentic resource(s)</u>
Webinar – From Skills to Modes – Standard 1: Interpretive Communication Webinar – Standards in Action: Interpretive Communication Strategies	Webinar – Understanding Performance Indicators and Can-Do Statements	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	<p>I can express opinions with simple reasons about why places in my community are important</p> <p>I can express preferences with simple reasons or which cultural heritage site(s) to travel to</p> <p><i>language function</i> → express preferences <i>context for communication</i> → travel to</p> <ul style="list-style-type: none"> I included: I can + <u>interpersonal language function</u> + context for communication The focus is on communicative interaction rather than the use of specific vocabulary or grammar structures. 	<ul style="list-style-type: none"> by having short conversations with classmates. by conversing with classmates in a gallery walk. <i>skill</i> by having a conversation with a partner. <i>people</i> <ul style="list-style-type: none"> I included: by <u>skill</u> + <u>observable performance task</u> + <u>person/people</u>
Webinar – From Skills to Modes – Standard 2: Interpersonal Communication Webinar – Standards in Action: Interpersonal Communication Strategies	Webinar – Understanding Performance Indicators and Can-Do Statements	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
3. Presentational Communication [describe, inform, narrate, explain, persuade]	<p>I can identify and locate places of importance in my community and in the U.S.</p> <p>I can describe characteristics of places of importance in my community and in the U.S. and target culture cultural heritage sites.</p> <p>I can list reasons for the importance of a place</p> <p>I can plan a trip to a cultural heritage site</p> <ul style="list-style-type: none"> I included: I can + <u>presentational language function</u> + context for communication The focus is on expressing meaning rather than use of specific vocabulary or grammar structures. 	<ul style="list-style-type: none"> by creating a map of important places in my community. by listing places of importance in the U.S. with their locations in a graphic organizer. by creating a visitor brochure for the local tourism association. by classifying places of importance and cultural heritage site(s) into categories (e.g., natural, human-made, artistic). by listing criteria of what makes a place important in a graphic organizer. by creating a travel itinerary. <ul style="list-style-type: none"> I included: by skill + observable <u>performance task</u>

language function

context for communication

skill

performance task

Webinar – From Skills to Modes – Standard 3: Presentational Communication

Webinar – Standards in Action: Presentational Communication Strategies

Webinar – Understanding Performance Indicators and Can-Do Statements

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
4. Cultural Practices & Products [identify, describe, explain]	<p>I can identify the importance of cultural heritage site(s)</p> <ul style="list-style-type: none"> I included: I can + language function* + context for communication <p>*Checkpoint A – identify Checkpoint B – describe Checkpoint C – explain</p>	<ul style="list-style-type: none"> by answering questions and completing a graphic organizer using information found in authentic resources. I include: by skill + observable <u>performance task</u>

language function

context for communication

performance task

skill

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
5. Cultural Comparisons [compare]	<p>I can compare target culture cultural heritage sites with important places in the U.S.</p> <ul style="list-style-type: none"> I include: I can + language function + context for communication 	<ul style="list-style-type: none"> by completing a Venn Diagram. I included: by skill + observable <u>performance task</u>

language function

context for communication

skill

performance task

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

Summative Performance Tasks: The purpose of this section is for learners to demonstrate their knowledge, understanding and proficiency in context in the Interpretive, Interpersonal, and Presentational modes and to collect evidence of students' learning and their achievement of the specified goals at the end of the instructional unit or long-term goals.

SUMMATIVE PERFORMANCE TASKS	
Interpretive Task	
<p><i>language function</i> → Task 1: You will interpret authentic resources about a selected cultural heritage site and travel to that site. As you do so, you will gather information on a graphic organizer in preparation for planning a trip to the cultural heritage site.</p> <p><i>performance task</i> →</p> <p>□ The task assesses an Interpretive Can-Do statement (language function in context) using an authentic resource.</p>	<p><i>context for communication</i> →</p> <p><i>skill</i> →</p>
Interpersonal Task	
<p><i>language function</i> → Task 3: Exchange information about your travel itinerary with a partner. Express opinions about each other's selected cultural heritage site destination. Express preferences for which cultural heritage site to visit with simple reasons.</p> <p>□ The task assesses an Interpersonal Can-Do Statement (language function in context).</p>	<p><i>person/people</i> →</p> <p><i>context for communication</i> →</p>
Presentational Task	
<p><i>context for communication</i> → Task 2: Using information gathered from the authentic resources and documented on your graphic organizer, create a travel itinerary that (a) names the cultural heritage site destination; (b) identifies its location; (c) includes photos; (d) identifies means of travel, dates of travel, and day-by-day activities at the site.</p> <p>□ The task assesses a Presentational Can-Do Statement (language function in context).</p>	<p><i>performance task</i> →</p> <p><i>language function</i> →</p>

[Webinar - Assessment Part 2: Creating Formative and Summative Assessment Tasks](#)

Language Toolbox: The purpose of this section is to identify the language structures needed for students to carry out the key language functions and essential vocabulary to communicate about the meaningful context.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
Identify places	What is it / are they called? It is / They are called ____	community, neighborhood, patrimony, site places in a community natural features* architectural sites* *associated with cultural heritage sites to be studied
Locate places	Where is it / are they? It is / They are located in ____ (near, next to)	<ul style="list-style-type: none"> city, state, country target culture countries prepositions of place
Describe characteristics	What is it / are they like? It is / They are It is / They are made of It is / They are ____ years old. It has / They have	<ul style="list-style-type: none"> cultural, natural, historical, religious, mysterious, traditional, endangered, ancient adjectives of size and appearance
Identify / list reasons for importance	Why is it / are they important? It is / They are important because ____ (+ characteristics)	<ul style="list-style-type: none"> preservation, conservation culture, age, history, tradition
Express opinions with simple reasons about...important	Why do you think it is / they are important? I think that it is / they are important because ____	
Express preferences with simple reasons	Why do you prefer to travel to ____? I prefer to travel to ____ because ____	
Plan a trip	Where are you going? How are you going? When are you going? What are you going to do? I am going to ____	<ul style="list-style-type: none"> to go, to travel, to visit, to see means of travel seasons, days of the week, dates, time of day
Compare places	It is (not) / They are (not) It has / They have It doesn't have / They don't have But	
<input type="checkbox"/> <i>I included the language functions from the Interpersonal and Presentational Can-Do Statements.</i>	<input type="checkbox"/> <i>I included the language structures necessary for students to perform the language functions (at left).</i> Webinar – Understanding the Role of Grammar in Proficiency Development Parts 1 and 2	<input type="checkbox"/> <i>I included vocabulary (e.g., categories of words, formulaic chunks, phrases) for students to communicate about the context (at left).</i> Webinar – Understanding Vocabulary Development in Standards-Based Teaching

Resources and Materials: The purpose of this section is to identify authentic and freely available resources to be used in the implementation of the Can-Do statements.

RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
<ul style="list-style-type: none"> • Video : “C'est quoi, le patrimoine?” 1jour1question • Interactive Map of UNESCO sites • Infographic/Map : “Les 31 biens inscrits sur la liste du patrimoine mondial de l'UNESCO” • Bar Graph : “Les pays avec le plus de sites inscrits à l'UNESCO” • Infographic : “L'impact du tourisme de masse sur le patrimoine culturel mondial classé à l'UNESCO” • Infographic : “Francophonie : la langue français dans le monde” • Video and Resources : “Ensemble : hymne à la francophonie” • Video : “Sénégal. Le Lac Rose : les secrets d’une étendue d’eau unique en son genre” (Sénégal) • Map : “Plan du Cimetière du Père Lachaise” (France) • Infographic : “La grotte Chauvet” (France) <p><i>*View this model unit plan exemplar in its entirety to access authentic resources in other languages.</i></p> <p><input type="checkbox"/> <i>I identified the name and URL of each authentic resource (made by native speakers for native speakers) for the anchor topic and all integrated topics.</i></p> <p>Webinar – Curating Authentic Resource for the World Language Classroom</p> <p>NYS World Language Standards Initiative: Authentic Resources Wakelet</p>	<p>UNESCO World Heritage List</p> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> Venn Diagram Interpretive Communication Guide Travel Itinerary Planning Organizer <p><input type="checkbox"/> <i>I identified the name and URL (if available) of each instructional material, resource, or reference not listed in the Authentic Resources section.</i></p>

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)