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| Unit Plan Context |
| Language / Course: *Can be expressed as grade or level.* | Length of Unit: *Can be between 3 and 10 weeks, depending on scope of theme.* |
| Proficiency Checkpoint and Proficiency Target: *Use the pull-down menu to specify Checkpoint A, B, or C and the proficiency target associated with this course.*Choose an item. |
| Meaningful Unit Title: *Create a title that is sufficiently broad to capture the overarching theme and inspire curiosity.* |
| NYS World Language Anchor Theme: *Use the pull-down menu to select a theme to anchor the unit.*Choose an item. | NYS World Language Anchor Topic: *Use the pull-down menu to select a topic associated with the Anchor Theme as the unit’s "starting point."*Choose an item. |
| Integrated NYS World Language Topics: *Use pull-down menus to indicate all major topics that are integrated into the development of the broader unit theme.*Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. |
| Brief Unit Overview: *Compose a succinct description of the unit. This may include:** *how the content is relevant and engaging to the learners,*
* *how the content is culturally significant,*
* *how the content is appropriate for learners' proficiency level and development,*
* *a brief list of unit aims,*
* *a brief summary of the development or sequencing of the unit plan (e.g., beginning, middle, end).*
 |
| Inquiry Question(s): *Compose one or more overarching questions that will orient learners to the focus and purpose of the unit and that can be answered in the target language using the language functions developed during the course of the unit.* |

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| Standards and Functions | Unit-Level Can-Do Statements | Acceptable Evidence |
| 1. Interpretive Communication

[understand, interpret, analyze] | *Write one or more unit-level Can-Do Statements for each standard using learner-friendly language. Begin with a verb related to a language function (noted in blue at left) followed by a meaningful context associated with the unit. The basic formula is:* ***I can + language function + context for communication.*** *Note that unit-level Can-Do Statements can be demonstrated in diverse ways using different skills.* | *Acceptable evidence identifies specific ways that each unit Can-Do Statement can be demonstrated. It includes the skill used and the task completed. One or more examples of acceptable evidence can be indicated for each unit-level Can-Do Statement. The basic formula is:****...by skill + performance task.*** |
| 1. Interpersonal Communication

[exchange information, express feelings, express preferences, express opinions] |
| 1. Presentational Communication

[describe, inform, narrate, explain, persuade] |
| 1. Cultural Practices & Products

[identify, describe, explain] |
| 1. Cultural Comparisons

[compare] |

Resource: [NYS Learning Standards for World Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2-1-pager-11x17.pdf)

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| Summative Performance Tasks |
| Interpretive Task | Interpersonal Task | Presentational Task |
| *Identify an interpretive task based on one or more authentic resources and aligned with the Unit Can-Do Statement. Summative tasks may or may not be integrated with one another.* | *Identify one or more interpersonal tasks aligned to the language functions designated in the Unit Can-Do Statements. Summative tasks may or may not be integrated with one another.* | *Identify one or more presentational tasks aligned to the language functions designated in the Unit Can-Do Statements. Summative tasks may or may not be integrated with one another.* |

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| Language Toolbox |
| Key Language Functions | Supporting Language Structures | Supporting Vocabulary |
| *Identify the key language functions from the unit Can-Do Statements.* | *Identify the language structures that are needed to carry out the key language functions in ways appropriate to the checkpoint proficiency target. For each structure, you may also identify the level of control expected in learners’ performances (conceptual, partial, full).* | *Name sets of vocabulary and language chunks related to the unit context, theme, and topic. Within a vocabulary grouping, you may determine which items are for review, production, or recognition, along with creating space for learners to add personalized vocabulary.*  |

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| Resources and Materials |
| Authentic Resources | Other Materials |
| *Identify key authentic resources to be used in the unit. Include source citation or URL so materials can be easily located. Consult the NYS WL Authentic Resources Wakelet (linked below) for a starting place.* | *Use this section to identify teacher-created materials and activities, other instructional and reference materials, links to online activities through websites or apps and any other pedagogical materials.* |

Resource: [NYS World Language Standards Authentic Resources Wakelet](https://wakelet.com/%40NYSWorldLanguageStandardsInitiative)