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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**Eessential question(s)* | Theme or topic:Essential question: |
| **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) | Interpretive: I canInterpersonal: I canPresentational: I canCultural: I can |
| **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:Cultural: |
| **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)*** | Novice: Low Mid HighIntermediate: Low Mid High |
| **[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* | [**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): (**[**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)**)****Interpersonal Task Overview (written or oral):****Presentational Task Overview (written or oral):** |
| **Language** [**Functions**](http://www.ode.state.or.us/teachlearn/real/documents/ep.pdf)**, Structures, Vocabulary:***Overview of the content students will knowby 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?* |  |
| [**Authentic/Other 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 formative practice?* | Authentic Resources (general or specific): |
| **[Formative 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?**(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 Speakers:Students with Disabilities:Gifted Students:Career connections: |