|  |  |  |  |
| --- | --- | --- | --- |
| **Language and** **Level / Grade** |  | Approximate Length of Unit |  |
| Approximate Number of Minutes Weekly |  |
| **Theme/Topic****Essential Question** |  | **Essential Question:**  |
| **Goals***What should learners know and be able to do by the end of the unit?*  | Learners will be able to: |
| **Summative****Performance Assessment***• These tasks are real-world & demonstrate application of learning* *• They are integrated throughout the unit.* • *The template encourages multiple interpretive tasks that inform the content of the presentational and interpersonal tasks.**• The tasks incorporate 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity.* |  **Interpretive Mode** |
| **Presentational Mode** | **Interpersonal Mode** |
| **Cultures**(Sample Evidence)*Indicate the relationship between the product, practice, and perspective.*  | **Product:** **Practice:** **Perspective:**  **Product:** **Practice:** **Perspective:**  |
| **Connections**(Sample Evidence) | **Making Connections** | **Acquiring Information** |
|  |  |
| **Comparisons**(Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
|  |  |
| **Communities**(Sample Evidence) | **School and Community** | **Lifelong Learning** |
|  |  |
| **Connections to Common Core** |  |
| **Toolbox** |
| **Language Functions and/or Can-do Statements**  | **Related Structures / Patterns** | **Priority Vocabulary** |
|  |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Key Learning Activities/Formative Assessments** |
| Key Learning Activity/Formative Assessment*(representative samples from beginning to end of unit)* | How does this activity support the unit goals or performance tasks? | Mode of Communication |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Resources** | **Technology Integration** |
|  |   |