

# DESIGNING A STANDARDS-BASED UNIT

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This session will look at the larger picture of designing communication-based units. After reviewing various standards documents, participants will take apart a sample unit plan, and then, using model units, begin to create their own.

*Note: Many ideas from this presentation come from: The Keys to Planning for Learning, by Clementi and Terrill*

**Google Drive:** <http://bit.ly/1R9HzAR>





**Diigo:** <https://www.diigo.com/user/robuprice>

**OFLA themes, topics, and EQs:** <http://1.usa.gov/1J4r6tS>

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## Agenda

Activity	Groups
Goals/Warm-Up	
Unit Exploration	
Unit Design	
Whole Group Share	

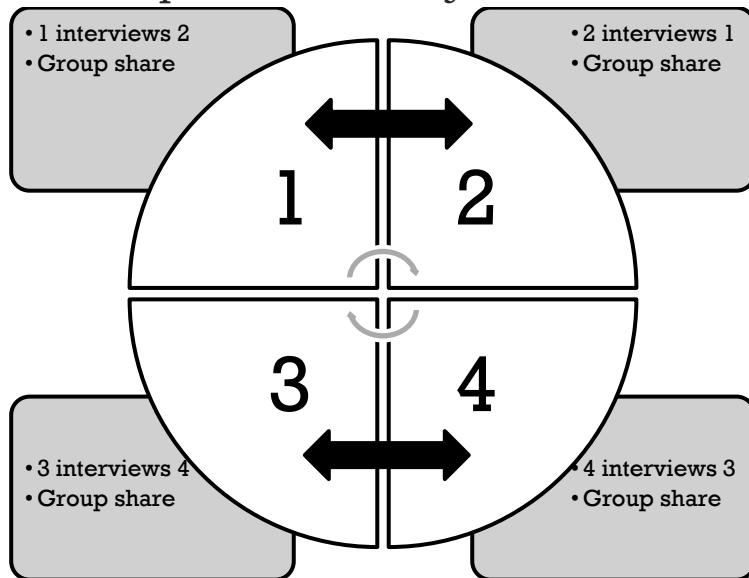
## Goal for the Day




Today I will...(before)	Progress towards learning...(after)

## Warm-up 1: Standards notes space

ACTFL World Readiness Standards	NCSSFL-ACTFL Can-Do Statements	ACTFL Proficiency Guidelines
ACTFL Performance Descriptors	Common Core	Interculturality
Interpersonal Mode	Interpretive Mode	Presentational Mode
ACTFL 21 <sup>st</sup> Century Skills Map	Curricular Themes/AP Curricular Themes	Vertical Articulation

## Warm-up 2: Three-way interview



-  First interview each other in pairs.
-  When the interviews are done, work as a group of four.
-  Each person shares out the partner's information to the whole group.

Questions:

1. What is your process for designing units?
2. What is the best unit you have designed? What made it so great?
3. What are you hoping to add to your practice today?

## Unit Exploration: Presentation

*Unit template from Clementi and Terrill: The Keys to Planning for Learning*

<b>Language and Level / Grade</b>			Approximate Length of Unit	
			Approximate Number of Minutes Weekly	
<b>Theme/Topic</b>				
<b>Essential Question</b>				
<b>Goals</b> <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to:			
<b>Summative Performance Assessment</b>  <ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• They are integrated throughout the unit.</li> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks should incorporate 21<sup>st</sup> Century Skills.</li> </ul>	<b>Interpretive Mode</b>			
	<b>Presentational Mode</b>		<b>Interpersonal Mode</b>	
<b>Cultures</b> (Sample Evidence)  <i>Indicate the relationship between the product, practice, and perspective.</i>	<b>Product:</b> <b>Practice:</b> <b>Perspective:</b>  <b>Product:</b> <b>Practice:</b> <b>Perspective:</b>			

<b>Connections</b> (Sample Evidence)	<b>Making Connections</b>	<b>Acquiring Information and Diverse Perspectives</b>	
<b>Comparisons</b> (Sample Evidence)	<b>Language Comparisons</b>	<b>Cultural Comparisons</b>	
<b>Communities</b> (Sample Evidence)	<b>School and Global Communities</b>	<b>Lifelong Learning</b>	
<b>Connections to Common Core</b>			
<b>Toolbox</b>			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
		Tier 2	
		Tier 3	
<b>Key Learning Activities/Formative Assessments</b>			
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication	<b>Interculturality</b> Self Community World
<b>Resources</b>		<b>Technology Integration</b>	