

Appendix I | Unit Template

Language and Level / Grade		Approximate Length of Unit	
Performance Range		Approximate Number of Minutes Weekly	
Theme/Topic			
Essential Question			
	Unit Goals		
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to:		
	Summative Performance Assessment Tasks		
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	Interpretive Mode		
	Presentational Mode	Interpersonal Mode	
	Standards		
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives		
	Product: Practice: Perspective: Product: Practice: Perspective:		
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints	
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
Connections to Other Standards			

Toolbox		
Can-Do Statements		
Interpretive		
Presentational		
Interpersonal		
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
Key Learning Activities/Formative Assessments		
<i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Resources	Technology Integration	