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| **Grade Level**  **SBG (Standard Based Grading) Unit Template**  ***Teaching toward the Mastery Skill*** | **Developer** | | **Essential Question** | | **Topic Name** | | **AP Theme** | | | **Targeted Range** | | **FLES/FLEX** | | **Instructional Minutes/Week** | | **Prior Instructions** | |
| What grade level is this unit designed for? | Person who create this unit. | | Question learners can answer using the target langue at the end of the unit. And Learners can answer using a trans-language throughout the unit. | | What’s an appropriate unit name to match the content of the unit? | |  | | | What’s your targeted language level are you designing this for? Novice L/M/H or Intermediate L/M/H | | **FLES** is 120 or more minutes of instructions per week  **FLEX** is 90 or less minutes of instructions per week | | How many minutes do you see your learners per week | | How many years have the leaners received instructions for? | |
| **Prior Skills** | | | | | | | | | | | | | | | | | |
| What are some language skills have the learners mastered in previous units? Start from most recent toward the previous skills? | | | | | | | | | | | | | | | | | |
| **Mastery Skills** | | **Learning Outcomes** | | | | | | | | | | | | | | | |
| What is the mastery skill each learning outcome is targeting? | | What are the objectives and goals of your unit? What will students be able to do with content and skills? | | | | | | | | | | | | | | | |
| **Mastery Skills**  What is some language skill are you planning to teach to your learners? It could be the “I CAN DO” Statements and “Sub I Can Do” or your State Standards and Sub Standards. | | 1. **Presentational Mastery Skill** | | | | | | 1. **Interpretive Mastery Skill** | | | | | 1. **Interpersonal Mastery Skill** | | | | |
| What is the presentational skill(s) are you planning to teach to your learners? | | | | | | What is the Interpretive skill(s) are you planning to teach to your learners? | | | | | What is the Interpersonal skill(s) are you planning to teach to your learners? | | | | |
| **Final SBG Assessments**  Design a final assessment that measures learners’ growth acquiring the whole targeted skill. | | **SBG Final Presentational Assessment:** Assess Parts 1 & 2 & final of the unit | | | | | | **SBG Final Interpretive Assessment:** Assess Parts 1 & 2 & final of the unit | | | | | **SBG Final** **Interpersonal Assessment:** Assess Parts 1 & 2 & final of the unit | | | | |
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| Design an assessment that measures learners’ growth acquiring the targeted skill up to this point of the unit. | | **SBG 2:** Assess Parts 1 & 2 of the unit | | | | | | **SBG 2:** Assess Parts 1 & 2 of the unit | | | | | **SBG 2:** Assess Parts 1 & 2 of the unit | | | | |
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| Design an assessment that measures learners’ growth acquiring the targeted skill up to this point of the unit. | | **SBG 1:**  Assess Part 1 of the unit | | | | | | **SBG 1:** Assess Part 1 of the unit | | | | | **SBG 1:** Assess Part 1 of the unit | | | | |
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| **Part**  Divide the unit into 3 parts that would go with the SBG assessments if you are teaching FLES model or 2 parts if you are teaching FLEX model. | **Lesson**  Daily instructions order | **Mastery Skill**  What mastery skill are you focusing on or assessing mainly in each daily lesson?  MS# 1 (Mastery Skill 1. Presentational )  MS# 2 (Mastery Skill 2. Interpretive )  MS# 3 (Mastery Skill 3.  Interpersonal ) | | **Summary of Daily Instructions**  **Ex.** Learners will ...(what will learners do in that during the lesson briefly)  **Ex.** Learners will take SBG 1…etc | | | | | | | | | | | **Priority Vocabulary**  What are the vocabularies you are teaching in every daily lesson. | | **Priority Structures** What are the language structures you are teaching in every daily lesson. |
| **Part 1** | 1.  2.  3…etc | MS# 1  MS#2  MS#3…etc | |  | | | | | | | | | | |  | |  |
| **Part 2** |  |  | |  | | | | | | | | | | |  | |  |
| **Final Part** |  |  | |  | | | | | | | | | | |  | |  |
| **Functions** | | | | | | **Imbedded Grammar**  Which imbedded grammar point you are teaching with your content. | | | **Imbedded Culture** Each unit must include language and cultural point of where the language is spoken that would be included the content. Also the culture allows learners to comparebetween their native culture and the language they are learning. | | **Needed Materials** Which materials and useful websites or other materials that would support the delivery of your instructions. | | **Attachments**  List of attachments in chronological order that would support the instructions and assessments. | | | | |
|  | | | | | |  | | | **Prospective:** what is the moral or cultural value behind the cultural idea  **Purpose:** why are native speakers are doing this?  **Practices:** what are some signs or things done by native speakers to practice this culture? | |  | |  | | | | |