**ESOL Unit Plan Template**

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| Program: | Class/Instructional Level, EFL/NRS Range: |
| Author(s): | Date last revised: |

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| **PART 1: OVERVIEW***(This part will be copied and pasted from the Scope & Sequence for this level.)* |
| **UNIT TOPIC/TITLE*****Contextualize*** *language learning around topics relevant to adults* |  |
| **TIME***Indicate the estimated # of hours and weeks required to complete the unit.* |  |
| **UNIT GOAL and RATIONALE** *Provide a broad statement of* ***what******students will learn*** *from the unit and* ***why it is important*** | ***Students will learn about…******This is important for these learners because…*** |
| **UNIT OUTCOME/CULMINATING ASSESSMENT***Describe* ***what students will do*** *as a result of the unit, i.e., through what* ***culminating product, project, or task*** *will they* ***demonstrate*** *that they have met the unit goal.**The unit outcome should be an application of both the content knowledge and language skills addressed in the unit.**The culminating assessment should be* * *observable*
* *communicative*
* *meaningful to the learner*
* *authentic*
* *rigorous*
 | ***At the end of the unit, students will demonstrate their learning******by…*** *[creating/writing/presenting/role-playing/completing]* *a* ***final product or project*** *[e.g., a poster, portfolio, brochure, role-play, Powerpoint presentation, letter, online form]****Teachers (and students) will evaluate learning by…****using what tool(s) [e.g., rubric with specific criteria, checklist, interview]* |
| **PRIORITY MA ELP STANDARDS and BENCHMARKS***List only 3-5 PRIORITY MA ELP standards and benchmarks that align to the unit goal and will be explicitly taught and assessed.* *Include those from across the* ***Reading, Writing, Speaking/ Listening Strands****, as well as the* ***Civics and Navigating Systems Strands*** *(Appendix A of the MA ELPS) as appropriate.**Use both the notation and shortened wording of the benchmark.* |  |
| **INSTRUCTIONAL RESOURCES and MATERIALS** *List resources that include:** ***Authentic****,* ***relevant, varied*** *materials that students will read, listen to, view, etc.*
* ***Rigorous****, complex, nonfiction texts*
* ***Digital*** *sources (websites, podcasts)*
* *Materials representative of* ***diverse cultures and perspectives***
* *Varied materials that allow for* ***differentiation*** *(e.g., lower and higher complexity levels, various modalities, options for student choice)*
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| **PART 2 OF UNIT PLAN: IN-DEPTH VIEW/ Additional information** |
| **ESSENTIAL QUESTIONS** |
| *Include open-ended, thought-provoking questions that call for higher-order thinking and help students connect and engage intellectually to the unit.* |  |

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| **UNIT OBJECTIVES** | **ASSESSMENT OF OBJECTIVES** |
| *These should align with the unit goal, outcomes, and the priority standards and benchmarks*.*State the* ***specific****,* ***measurable skills and knowledge*** *students will need in order to accomplish the culminating task/ achieve the unit outcome.**Include:** ***Language Objectives****: language skills (R,W,S,L; vocab; grammatical structures, etc.) students need in order to achieve unit outcome*
* ***Content Objectives****: information, knowledge, and skills students need in order to achieve unit outcomes*
* *Integration of* ***Digital Literacy skills***
 | *Describe:* * ***how students will demonstrate that they’ve learned the objectives***
* *how* ***teachers (and students) will measure the extent of the learning***

*Note: students can demonstrate learning several objectives through a single task**Be sure all the assessments have clear criteria to measure success. (e.g., rubrics, checklists)* |
| ***By the end of this unit, students will be able to…****[write/use/define/explain/apply/analyze/ etc.]* | ***Students will demonstrate learning the objectives by…*** *(e.g., filling in a graphic organizer, taking a quiz, completing a digital task, answering questions, using targeted language forms)* |

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| **KEY VOCABULARY AND GRAMMAR** |
| * *Include practical (Tier 1) and academic (Tier 2) words or phrases, as well as key content terms (Tier 3).*
* *Include key grammatical structures integrated into the content of the unit.*
* *Teachers will add to this list at the lesson planning level.*
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| **PRIORITY LENSES**Review the unit plan through these lenses for evidence that each element is included.Provide further clarification below for each element not explicitly addressed in the unit plan. |
| ContextualizationCulturally Responsive Teaching PracticesDifferentiationDigital Literacy and Technology |
| **SUGGESTED SEQUENCE OF LESSONS** |
| *Provide a brief overview of the focus of each lesson**progressing toward the unit goal.**This overview will be fully developed as lesson plans by teachers.* | *1.**2.**3.**etc.* |