This document provides a blank, editable Next Generation Unit Template and an at-a-glance description of each component of the template (p. 2). Educators can download it and use it to draft units aligned to the Massachusetts [definition of ESL instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx) and the Next Generation ESL Theory of Action. For comprehensive explanations, examples, tips and resources for developing curriculum using this template, review the Next Generation ESL Unit Planning Thinking Process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | | | |
| **TITLE**  ***Grade Level Band:***  ***English Language Proficiency Level:*** | | | |
| **SUMMARY** | | | |
| **Stage 1—Desired Results** | | | |
| **ESTABLISHED GOALS G**  ***Focus Language Goals:***    ***Content Connections:*** | | ***Transfer*** | |
| *Students will be able to independently use their learning to…***T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  *Students will understand that…* | **ESSENTIAL QUESTIONS** **Q** |
| ***Language Acquisition*** | |
| **Academic Language KNOWLEDGE K**  *Students will know…* | **Academic Language SKILLS S**  *Students will be skilled at…* |
| **Stage 2—Evidence** | | | |
| **EVALUATIVE CRITERIA EC** | | ***Evidence of Language Development*** | |
|  | | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT** *(Performance Tasks)* **PT** | |
| **OTHER EVIDENCE OE** | |
| **Stage 3—Learning Plan** | | | |
| **SOCIOCULTURAL CONSIDERATIONS SC** | | | |
| **SUMMARY OF KEY LEARNING EVENTS LE** | | | |
| ***Lesson No.*** | ***Learning Activities*** | | |
|  |  | | |
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**Unit Planning Template Components Descriptions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | | | |
| **Presents the unit’s title, target audience (grade level and English language proficiency level of students expected to engage with the unit), and summary.** | | | |
| **Stage 1—Desired Results** | | | |
| **ESTABLISHED GOALS**  **The enduring understandings and learning goals of the unit - focused on language and connected to content topics and themes, and analytical practices.**  ***Focus Language Goals:***  **Goals derived directly from Focus Language Goals formulas in the English Learner Collaboration Tool, which include ways to incorporate WIDA ELD Standards Framework, 2020 Edition Key Language Uses and Language Expectations.**  ***Content Connections:***  **Content standards to which topics, themes, and/or practices in the unit are connected.** | | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  **How students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course. It includes specific WIDA ELD Standards Framework, 2020 Edition Standard Statements students will be working towards and a goal/s for developing students’ sociocultural awareness and critical consciousness in the context of the unit.** | |
| ***Meaning*** | |
| **UNDERSTANDINGS**  *Students will understand that…*  **Big ideas and specific understandings related to the Focus Language Goals and salient Content Connections that students will have developed by the end of the unit.** | **ESSENTIAL QUESTIONS**  **Thought-provoking questions that foster inquiry, meaning-making, and transfer of language and analytical practices learned.** |
| ***Language Acquisition*** | |
| **Academic Language KNOWLEDGE**  *Students will know…*  **Knowledge about language features (at the discourse, sentence, and word/phrase levels) and analytical practices related to the Focus Language Goals, Transfer Goals and Understandings that students will be able to demonstrate by the end of the unit.** | **Academic Language SKILLS**  *Students will be skilled at…*  **Language and analytical practices skills related to the Focus Language Goals, Transfer Goals and Understandings that students will be able to demonstrate by the end of the unit.** |
| **Stage 2—Evidence** | | | |
| **EVALUATIVE CRITERIA** | | ***Evidence of Language Development*** | |
| **Criteria for evaluating students’ language development towards meeting Focus Language Goals through the units’ various assessments. Criteria should connect to all language dimensions (word/phrase, sentence, and discourse).** | | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT** *(Performance Tasks)*  **Authentic, culminating performance assessments through which students demonstrate desired understandings or attainment of knowledge and skills related to the unit’s established goals. The performance task(s) are rich and meaningful opportunities where students demonstrate language development through multiple modalities.** | |
| **OTHER EVIDENCE**  **Other types of evidence beyond the culminating performance tasks that will be collected to determine whether students demonstrated achievement of the unit’s goals. This includes relevant formative assessment strategies, assessment activities and tasks, and opportunities for student self-assessment and reflection.** | |
| **Stage 3—Learning Plan** | | | |
| **SOCIOCULTURAL CONSIDERATIONS**  **Specific considerations to keep in mind based on the interaction of the student (his or her identity, knowledge, culture, language proficiency, beliefs, values, and experiences) with the given register, genre/text type, topic, and task/situation, and her/his relationship to other participants’ identities and social roles during the unit. It also includes instructional implications of this sociocultural context, or ways in which these considerations will be attended to throughout the unit.** | | | |
| **SUMMARY OF KEY LEARNING EVENTS** | | | |
| ***Lesson No.*** | ***Learning Activities*** | | |
| **Overview of the learning activities and instructional strategies that will be employed, including the sequence/flow of lessons in the unit and related language objectives. This component serves as the springboard for planning more detailed lesson plans.** | | | |

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