

## Unit Overview and Immersion Lesson Project

### Overview

Your task for this assignment is to create an immersion lesson plan that is connected to a unit overview/plan. The unit overview/lesson plan should be designed for a group of students that you are currently teaching or will be teaching.

1. The teaching of “new” content to learners. This content may be introduced via the use of a written or oral text (e.g., a children’s book, content from a website, a DVD, etc.). If a text is used, it should be “authentic,” that is, a text with a communicative intent.
2. The integration of all modalities—reading, writing, speaking, listening.
3. Specific attention to instructional strategies that provide for differentiation.
4. The integration of a specific learning strategy to support students’ content and/or language learning (e.g., summarizing, questioning, making inferences, classifying, monitoring, etc.—see the following CoBaLTT website for more information:  
<http://www.carla.umn.edu/cobalitt/modules/index.html?strategies/main.html>).
5. Evidence that you are able to apply concepts from class to teach language in the context of meaningful content.

### Purpose

The purpose of this assignment is for you to demonstrate your ability to:

1. Apply your knowledge of developing curriculum and instruction for immersion instruction.
2. Design a series of activities providing instruction that scaffolds your content and language objectives, including the selected learning strategy.
3. Assess students’ content understanding, language use and use of the selected strategy.
4. Differentiate instruction for a diverse group of learners (e.g., range of language proficiencies, learning styles, special needs).
5. Use the course readings and discussions to support the rationale for your decisions.

### Curriculum Unit Overview Requirements:

#### CONTEXT:

##### Program Particulars

- Immersion Language (e.g., French, Chinese, etc.)
- Immersion Program Model (e.g., early, total one-way, 50:50 or 90:10 two-way, etc.)
- Grade Level(s)

##### Student Characteristics

- L2 Proficiency and Literacy Levels (use uniform descriptors provided)
- L1 Literacy Level
- Ethnolinguistic Background

##### Assumptions About What Students Already Know and Can Do

Essential Skills:

Knowledge/Understandings:

#### DESIRED RESULTS:

- Big Idea and Unit Theme:
- Key Content Concepts:
- Targeted National and State Standards
  - Foreign Language Standards
  - State Content Standards



## Scoring Rubric for Immersion Unit Overview

Non-negotiables:

\_\_\_ The unit overview is clearly organized; all required components are included and labeled.

3 = Very good: Performance is above average and reflects course concepts well.

2 = Satisfactory: Performance is adequate and meets expectations.

1 = Needs Improvement: Performance falls short of expectations. It does not consistently correspond to course concepts.

Criteria	Scale	Comments
Program particulars and student characteristics are described in enough detail to provide a good understanding of the instructional context.	1      2      3	
Proficiency levels are identified clearly based on uniform descriptors that are referenced (e.g., CAL's SOPA/COPE rubric for oral proficiency).	1      2      3	
Students' prior knowledge/understandings and skills are clearly identified (clear distinctions between skills and knowledge/understandings are made).	1      2      3	
Level-appropriate state/national standards for language and content are identified.	1      2      3	
The Big Idea chosen reflects a developing understanding of the characteristics of big ideas as articulated in UbD (i.e., transferable, core, "linchpin" ideas that have lasting value).	1      2      3	
The unit theme is content-based and shows a clear connection to the Big Idea. Selection of the unit theme shows a developing understanding of the characteristics of unit themes as discussed in class.	1      2      3	
Enduring understandings have the potential to spark meaningful connections, provoke genuine inquiry and encourage transfer.	1      2      3	
Essential questions are provocative, likely to generate inquiry around the central ideas (rather than "pat" answers).	1      2      3	
Enduring understandings and essential questions reflect both content and language goals.	1      2      3	
Unit-relevant knowledge and skills are identified.	1      2      3	

The summative performance task identified shows a developing understanding of the characteristics of good performance tasks. It reflects the need for students to show both content understanding and language use.	1      2      3	
Other evidence for assessment is offered and linked to lesson(s) that were developed.	1      2      3	
Curriculum development references and resources are provided with complete citations following APA style.	1      2      3	

**Additional Comments:**

## Scoring Rubric for Immersion Lesson Project

**Non-negotiables:**

- Final lesson and unit overview are submitted on time to allow for instructor review.
- If authentic text is used, it is provided.
- The lesson plan is clearly organized; all required components are included and labeled.
- All necessary materials for the lesson are listed and/or provided.
- The rubric is attached to the project.

4 = Excellent: Performance is exemplary and thoughtfully reflects course concepts.

3 = Very good: Performance is above average and reflects course concepts well.

2 = Satisfactory: Performance is adequate and meets expectations.

1 = Needs Improvement: Performance falls short of expectations. It does not consistently correspond to course concepts.

Criteria	Scale	Comments
The lesson is clearly linked to the unit overview, big idea/unit theme.	1    2    3    4	
Appropriate content and language national/state standards that will be addressed are listed, and how they are reflected in the lesson is made clear.	1    2    3    4	
The lesson is appropriate for the learners (given proficiency level, etc.).	1    2    3    4	
The learning strategy of focus fits well with the instructional context and learner level and is clearly described.	1    2    3    4	
Lesson objectives are purposeful, of appropriate scope, and clearly articulated in terms of what <i>students will do</i> . Lesson activities reflect the objectives.	1    2    3    4	
Lesson objectives clearly target meaningful and specific language and content foci.	1    2    3    4	
Language objectives are both content obligatory and content-compatible and reflect relevant vocabulary, functions, language structures, and special expressions. The formula for writing language objectives is used accurately and consistently.	1    2    3    4	
Language modalities are meaningfully integrated in activities, and assessments.	1    2    3    4	

The lesson is organized in three phases (preview, focused-learning, and extension), which are linked thoughtfully and correspond to characteristics appropriate for that phase.	1	2	3	4	
Language instruction and use are clearly contextualized in the content of the lesson.	1	2	3	4	
The lesson incorporates instructional scaffolds as appropriate throughout the lesson.	1	2	3	4	
Lesson objectives, activities and assessment are aligned and their alignment is made clear.	1	2	3	4	
The instructional techniques are well-suited to the students and tasks.	1	2	3	4	
The assessment procedures (which may be embedded in activities) appropriately measure content understanding, strategy use and language use.	1	2	3	4	
Lesson plan and activities show attempts to embed differentiation.	1	2	3	4	
The lesson as a whole reflects a focus on the learner – as appropriate (based on cognitive and proficiency levels of learners), activities strive for student-centered interaction and elicitation of student understanding and language use.	1	2	3	4	
Activities are described with sufficient detail so that it is clear what both the teacher and students will do throughout the whole lesson.	1	2	3	4	
References and resources are cited appropriately throughout and are provided in detail in the list of references on unit overview.	1	2	3	4	

**Additional Comments:**