

Immersion Unit Plan Framework

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

Unit-Level Goals:

Possible Enduring Understandings and Essential Questions:

Students will understand that...

Knowledge and Skills

Students will know/understand...

Students will be able to....

EVIDENCE:

Unit Level Summative Performance Assessment Task(s) and Other Evidence:

Professional Curriculum Development References and Resources:

Immersion Lesson Plan Framework

DESIRED RESULTS:

Lesson Topic: (may be based on *one* essential question or enduring understanding)

Learning Objectives (written for each lesson of the unit)

Students will:

Content:

Culture:

Language:

Content-Obligatory

Content-Compatible

Learning Strategies:

Social/Affective:

LEARNING EXPERIENCES/INSTRUCTION:

Materials needed

Time Frame

Learning Activities/Tasks (consider WHERE TO and 10 Instructional Strategies for CBI)

Preview Phase—“into” activities

Details and Description of Procedures:

Focused Learning Phase—“through” activities

Details and Description of Procedures:

Expansion Phase—“beyond” activities

Details and Description of Procedures:

EVIDENCE:

Lesson-Level Formative Assessment Procedures: