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:

**DESIRABLE 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 WHERETO 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:

Developed by T. Fortune and D. Tedick, University of Minnesota, adapted for STARTALK 2009 MEISTEP