

Indiana Wesleyan University Unit Plan Spanish Education—2002 ACTFL Standards

General rationale: The candidate will write a series of lessons that adhere to a common topic or theme. These lessons will be organized and documented as a “unit plan.” The unit plan will include an overview (topic, duration, grade level, goals/standards, activities, materials, assessments, adaptations), block plan, lesson plans and unit assessment tools. The candidate should learn to integrate his/her knowledge of developmental learning theory and curriculum/instruction design to produce an effective Unit Plan. It is important the candidate begins to explore his/her ability to organize, sequence and structure information into a cohesive learning experience for students. The candidate will utilize the basic guidelines of Direct Instruction to incorporate all the elements of lesson design. The candidate will practice his/her developing skills in curriculum, instruction, management and assessment. This is a first attempt at unit planning in the content-specific teacher-training program. These skills should be further developed in the elementary methods or secondary content methods courses (EDU382) and practicum/student teaching experiences.

Structure of the Assignment:

1. Use the unit plan format from the Student Teaching Handbook (attached below).
2. Reference the Lesson Plan and Unit Plan evaluation rubrics.
3. Utilize the Lesson Plan Checklist to develop various design elements.
4. Remember: simple to complex and concrete to abstract various types of instruction (discovery, group, cognitive)

Required unit plan elements:

<ul style="list-style-type: none">• Unit content: the ‘big idea’ students will learn over the course of the unit• Unit rationale• XXXX standards• Instructional design; learning activities• Materials and resources	<ul style="list-style-type: none">• Assessment strategies and instruments• Management Strategies• Adaptations for students with special needs• Unit Block Plan
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Spanish Education Unit Plan Format

Co-op Teacher _____ Initial []

Topic _____ Title of Unit _____

Duration of Unit _____ Student Teacher _____

Grade _____

I. Unit content (Spanish concepts and principles): what is the 'big idea'?

II. Rationale: why should students learn this material?

III. Standards: what ACTFL standards are addressed in this unit?

ACTFL Standard 4.a.i Understanding of goal areas and standards.

ACTFL Standard 4.a.ii Integration of standards into planning.

IV. Instructional Design; learning activities

ACTFL Standard 4.b.ii Integration of three modes of communication

ACTFL Standard 4.b.iii Integration of cultural products, practices, perspectives

ACTFL Standard 4.b.iv Connections to other subject areas

V. Materials and resources: what materials, including appropriate technology, will be needed to teach this content?

ACTFL Standard 4.c.i Evaluation, selection, creation of standards-based materials

ACTFL Standard 4.c.ii Use of authentic materials

ACTFL Standard 4.c.iii Adaptation of materials

VI. Assessment strategies: what assessments will you employ to determine if students have learned this content?

ACTFL Standard 5.a.i Formative and summative assessment models

ACTFL Standard 5.a.ii Interpretive communication

VII. Management strategies: what management issues need to be addressed as a result of the unique nature of this content

VIII. Adaptations for students with special needs:

Unit Block Plan

Columns should reflect number of days per unit.

1. Unit Content: what 'big idea' will you address in this unit?
2. Unit goals: what should students know and be able to do at the conclusion of this unit?
3. Rationale: why should students learn this material?
4. Standards: what ACTFL and/or Indiana Foreign Language standards will be covered in this unit?
5. Develop a block outline of each day's instruction.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Outcomes: What should students know and be able to do at the end of the lesson?</p> <p>Purpose: Aligned with learning outcomes. How does this lesson fit within the unit?</p> <p>Anticipatory Set: what is your 'hook'? How will you engage students' interest?</p> <p>Instructional design: body of lesson Model, guided practice, as necessary. How will you structure the lesson? What experiences will you design to involve students actively in the learning process?</p> <p>Materials and Resources: (include technology)</p> <p>Assessment strategies: Formative: checking for understanding Summative: what will students do to demonstrate learning?</p> <p>Management Strategies: given the content of this lesson, how will you manage time, students, and materials?</p> <p>Closure: Review of learning</p> <p>Adaptations: what lesson modifications are necessary to meet the needs of all students?</p>				
Day 6	Day 7	Day 8	Day 9	Day 10

Indiana Wesleyan University
Spanish Education Unit Plan and Assessment Rubric

Unit Content

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. <input type="checkbox"/>	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. <input type="checkbox"/>	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught, and is presented in sufficient depth and breadth. The content is factually correct. <input type="checkbox"/>	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught. The depth and breadth of the planned content coverage exceeds expectations. <input type="checkbox"/>

Unit Rationale

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit rationale is missing or is incomplete. <input type="checkbox"/>	The unit rationale does not indicate how the content fits within the course of study or makes an insufficient case for why students should learn the material. <input type="checkbox"/>	The unit rationale makes an effective case for how the content fits within the course of study and why students should learn it. <input type="checkbox"/>	The unit rationale makes a compelling case for how the content fits within the course of study, why students should learn it, and how it will engage their interest. <input type="checkbox"/>

Unit Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Connection to ACTFL Standards	The unit plan contains no connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan contains some connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan includes connections to core curriculum with clear references to a course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan supports core curriculum content appropriate to the targeted student group and is well integrated with a course of study and aligned with appropriate state and/or national standards. <input type="checkbox"/>

Instructional design: Learning Activities

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Variety of strategies and inquiry approaches	The instructional strategies and/or inquiry approaches included in the candidate's unit plan are not adequate for the subject matter. They do not demonstrate how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes strategies and inquiry approaches that demonstrate his or her knowledge but lacks understanding of how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes a variety of strategies and inquiry approaches that demonstrate his or her knowledge and understanding of how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes multiple strategies and inquiry approaches carefully aligned with unit subject matter that demonstrate his or her thorough knowledge and understanding of how students learn in the content discipline. <input type="checkbox"/>

Materials and Resources

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate designs and selects learning resources-- including technology, to achieve unit learning goals.	Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and a random collection of unrelated materials. Borrowed materials and resources are not adapted or identified. <input type="checkbox"/>	An attempt has been made to list adequate and appropriate resources for teachers and students, but additional resources may be necessary to adequately meet unit standards and goals. Resources and materials borrowed from outside sources are poorly adapted and/or identified. <input type="checkbox"/>	A variety of identifiable resources, including technology, is used to support student learning relative to unit standards. Resources are well organized by type or function, by whom, and for what purposes. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. <input type="checkbox"/>	A rich variety of resources facilitate meeting standards through, for example, the creative use of technology, developmentally-appropriate literature, primary sources, guest speakers, etc. Each resource serves an identifiable purpose in the unit and increases all students' learning. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. <input type="checkbox"/>

Assessment

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Assessment Plan	Little or no connection exists between the assessment plan and unit standards and goals. <input type="checkbox"/>	The links between the assessment plan and unit standards and goals could be clearer. Students are provided few alternatives to demonstrate their learning. <input type="checkbox"/>	The assessment plan is clearly linked to and addresses all unit standards and goals <input type="checkbox"/>	The assessment plan is clearly aligned with and addresses all unit standards and goals. Identified assessments allow students to demonstrate learning in a variety of ways. <input type="checkbox"/>
Assignment descriptions and rubrics	Assessments are poorly described; rubrics are not included. <input type="checkbox"/>	Assessment descriptions are unclear; rubrics are not well thought out. <input type="checkbox"/>	All assessments are adequately described; rubrics for most assessments are included. <input type="checkbox"/>	The descriptions for all assessments are clear and sufficiently detailed to enable full student understanding of what is being asked of them. Rubrics detailing the essential elements of each assessment as well as levels of performance for each element are included. <input type="checkbox"/>
Formative and summative assessments	The assessment plan does not include both formative and summative assessments. <input type="checkbox"/>	Included assessments are included but appear to be an afterthought and/or not essential elements of the instructional design. <input type="checkbox"/>	The assessment plan includes both formative and summative assessments. <input type="checkbox"/>	Both formative and summative assessments are completely aligned with unit standards/goals/objectives and are included as essential elements of the design and structure of the unit plan. <input type="checkbox"/>

Management Strategies

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit management plan is incomplete or poorly conceived; there is little connection between the plan and unit activities. <input type="checkbox"/>	A management plan is included, but important considerations are left out and/or the scope of the management plan is not sufficient to address the unique requirements of the unit plan. <input type="checkbox"/>	The unit management plan takes into account the content of the unit, the materials and activities included in the unit, and the needs of the children being taught. <input type="checkbox"/>	The unit management plan is thoughtfully and thoroughly designed; the plan is designed to enable all students to be on task and successfully engaged in the business of learning. <input type="checkbox"/>

Special Needs Adaptations

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	No consideration for special-needs students is included in the unit plan. <input type="checkbox"/>	Included adaptations are incompletely developed and/or are not well correlated with UP goals and objectives. <input type="checkbox"/>	The unit plan includes appropriate adaptations for special-needs students. <input type="checkbox"/>	Adaptations for students with special needs are thorough and detailed. Adaptations are designed to allow special-needs students to participate fully in lesson activities. <input type="checkbox"/>

Unit Block Plan (calendar of lessons)

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	Not all elements in the Unit Block Plan are addressed; most elements are poorly or incompletely developed. <input type="checkbox"/>	Each required element in the Unit Block Plan is addressed; some elements are under developed. <input type="checkbox"/>	Each required element in the Unit Block Plan is appropriately addressed. <input type="checkbox"/>	Each required element in the Unit Block Plan is developed thoroughly and completely. The block plan provides visual 'proof' that the standards, goals and objectives are being met and are aligned with activities and assessments. <input type="checkbox"/>

ACTFL Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Understanding of goal areas and standards ACTFL Standard 4.a.i	The candidate cannot name the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , or identify the similarities between his or her state and national foreign language standards. <input type="checkbox"/>	The candidate names the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , and identifies the similarities between his or her state and national foreign language standards. <input type="checkbox"/>	The candidate describes how the goal areas and standards (both national and state) are addressed in instructional materials and/or classroom activities. <input type="checkbox"/>	The candidate uses the national and state foreign language standards as a rationale for the significance of language study. <input type="checkbox"/>

ACTFL Standards, con't.

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Integration of standards into planning ACTFL Standard 4.a.ii	The candidate does not apply goal areas and standards (both national and state) to his or her planning. <input type="checkbox"/>	The candidate applies goal areas and standards (both national and state) to his or her planning to the extent that his or her instructional materials do so. <input type="checkbox"/>	The candidate creates unit/lesson plan objectives that address specific goal areas and standards (national and state). He or she designs activities and/or adapts instructional materials. <input type="checkbox"/>	The candidate uses the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , as well as his or her state standards, to design curriculum and activities to address specific standards. <input type="checkbox"/>
Three modes of communication ACTFL Standard 4.b.ii	The candidate lacks understanding of the connection among the interpersonal, interpretive, and presentational modes of communication. <input type="checkbox"/>	The candidate understands the connection among the interpersonal, interpretive, and presentational modes of communication. He or she focuses on one mode at a time in instruction and classroom activities. <input type="checkbox"/>	The candidate designs opportunities for his or her students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner. <input type="checkbox"/>	The candidate uses the interpersonal-interpretive- presentational framework as the basis for planning and implementing classroom communication. <input type="checkbox"/>
Cultural products, practices, perspectives ACTFL Standard 4.b.iii	The candidate has minimal understanding of the anthropological view of culture in terms of products, practices, and perspectives. He or she does not refer to these areas in his or her teaching of culture. <input type="checkbox"/>	The candidate understands the anthropological view of culture in terms of products, practices, and perspectives. He or she refers to one or more of these areas in his or her teaching of culture. <input type="checkbox"/>	The candidate designs opportunities for his or her students to explore the target language culture(s) by means of cultural products, practices, and perspectives. <input type="checkbox"/>	The candidate uses the products-practices- perspectives framework as the basis for planning and implementing cultural instruction. <input type="checkbox"/>
Connections to other subject areas ACTFL Standard 4.b.iv	The candidate does not make connections to other subject areas in his or her instructional materials. <input type="checkbox"/>	The candidate makes connections to other subject areas as these connections are made in his or her instructional materials. <input type="checkbox"/>	The candidate plans for and designs opportunities for his or her students to learn about other subject areas in the foreign language. He or she obtains information about other subject areas from colleagues who teach those subjects. <input type="checkbox"/>	The candidate designs a content-based curriculum and collaborates with colleagues from other subject areas. The candidate assists his or her students in acquiring new information from other disciplines in the foreign language. <input type="checkbox"/>
Evaluation, selection, creation of standards-based materials ACTFL Standard 4.c.i	The candidate bases his or her selection and design of materials entirely on short-term instructional objectives. <input type="checkbox"/>	The candidate bases his or her selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals. <input type="checkbox"/>	The candidate uses his or her knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. <input type="checkbox"/>	The candidate bases his or her selection and design of materials on the standards philosophy and their curricular goals. He or she creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. He or she justifies the use of these materials. <input type="checkbox"/>
Use of authentic materials ACTFL Standard 4.c.ii	The candidate does not create or adapt materials to accompany his or her classroom instruction. <input type="checkbox"/>	The candidate primarily uses materials created for formal classroom use. <input type="checkbox"/>	The candidate identifies and integrates authentic materials into classroom activities (e.g., tape recorded news broadcasts and talk shows, magazine and newspaper articles, literary selections, video taped talk shows, realia). He or she helps students to acquire strategies for understanding and interpreting authentic texts. <input type="checkbox"/>	The candidate uses authentic materials to plan for and deliver instruction. He or she implement a variety of classroom activities based on authentic materials. He or she students in acquiring new information by exploring authentic texts. <input type="checkbox"/>
Adaptation of materials ACTFL Standard 4.c.iii	The candidate makes rudimentary use of commercial instructional materials. <input type="checkbox"/>	The candidate uses instructional materials as they have been developed commercially. <input type="checkbox"/>	The candidate adapts materials as necessary to reflect standards-based goals and instruction when materials fall short. <input type="checkbox"/>	An integral part of candidate's planning is to adapt materials to make goals and instruction when materials fall short. <input type="checkbox"/>
Formative and summative assessment ACTFL Standard 5.a.i	The candidate does not recognize the purposes of formative and summative assessments. <input type="checkbox"/>	The candidate recognizes the purposes of formative and summative assessments as set forth in prepared testing materials. <input type="checkbox"/>	The candidate designs formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. <input type="checkbox"/>	The candidate designs a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program. <input type="checkbox"/>

ACTFL Standards, con't.

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Interpretive communication ACTFL Standard 5.a.ii	The candidate does not use interpretive assessments to measure students' abilities to comprehend and interpret authentic oral and written texts. <input type="checkbox"/>	The candidate uses interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which he or she works tends to be those prepared for pedagogical purposes. <input type="checkbox"/>	The candidate designs performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. The assessments he or she designs and uses encompass a variety of response types from forced choice to open-ended. <input type="checkbox"/>	The candidate designs assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. <input type="checkbox"/>

Grammar/Mechanics/Construction

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit plan may contain serious and distracting errors in grammar and punctuation as well as numerous irritating minor errors and frequent misspellings. <input type="checkbox"/>	Sentences are generally correct in structure; may display isolated serious errors in grammar and punctuation or frequent minor errors that do not interfere substantially with meaning or do not greatly distract the reader; occasional misspellings. <input type="checkbox"/>	Grammar is accurate; noun/verb agreement, and pronoun/antecedent agreement is mostly accurate; point of view is consistent; few errors in spelling and punctuation; no typographical errors. <input type="checkbox"/>	Grammar is consistently accurate; subjects agree with verbs in number and tense; pronouns agree with antecedents; point of view is consistent; spelling and punctuation are accurate; no typographical errors. <input type="checkbox"/>

Unit Plan Summative Assessment				
Unit Content	/4	ACTFL Standards		Note to faculty: While unit plans submitted for class assignments may be scored on a scale appropriate for the class, UPs submitted for student-teaching defense must be scored on this 88-point scale. In addition, unit plans submitted with the ST portfolio: a. must include this scale with the individual element scores; and b. must be signed by a faculty member signifying that the UP meets program quality expectations.
Unit Rationale	/4	Understanding of goal areas and standards	/4	
Unit Standards	/4	Integration of standards into planning	/4	
Instructional Design: Learning Activities	/4	Three modes of communication	/4	
Materials and Resources	/4	Cultural products, practices, perspectives	/4	
Assessment		Connections to other subject areas	/4	
Assessment Plan	/4	Standards-based materials	/4	
Assessment Descriptions and Rubrics	/4	Use of authentic materials	/4	
Formative and Summative Assessments	/4	Adaptation of materials	/4	
		Formative and summative assessment	/4	
		Interpretive communication	/4	
Management Strategies	/4			
Adaptations Special Needs	/4	Total	/88	
Unit Block Plan (Calendar of Events)	/4	Passing = 66/88		
Grammar/Mechanics/Construction	/4	No individual element score may be < 2		