The Unit Plan comprises 10-20% of your final course grade. Refer to Chapter 3 of your textbook Teacher’s Handbook for an orientation; Appendices 3.1, 3.2, 3.3, 3.4 and 3.5 may be useful but none are exactly what is desired here. See the course Timeline for important due dates. A Unit Plan will contain the following:

A. An introduction containing the following:
   1. Introduction to the Unit Plan
   2. Description of course, level, length of class periods, other relevant course information
   3. Bibliographic information for textbook
   4. Context(s) of the unit
   5. Overall purposes and goals to be addressed in the unit or chapter
   6. ACTFL or TESOL Standards to be addressed
   7. Specific objectives for the unit (“Progress Indicators”) stated in terms of observable behaviour
   8. Content, skills and knowledge needed to achieve objectives (language functions, vocabulary, grammar, culture…)
   9. Instructional strategies, activities, procedures needed to achieve objectives
   10. Resources and materials such as transparencies, items for games and activities, handouts
   11. Brief description of assessment instruments and materials you will use for this unit
   12. Bibliography of sources used, if other than textbook listed above

B. At least ten individual lesson plans and materials, including all activity descriptions and materials, handouts, quizzes or assessment materials, description of realia to be used, etc.

You may refer to Chapter 3 of your textbook for guidelines on the format of your lesson plans. This format for lesson plans reflects the “Backward Design” procedure; it should be used for each lesson plan as well as for the overall unit plan. Each lesson plan will contain the following (see p. 98-100):

Stage 1: Identify Desired Results: What will learners know and be able to do by the end of the lesson?
   A. Context/Theme/Topic:
   B. ACTFL / TESOL Standards/Goals
   C. Specific objectives for this lesson: when we are finished with today’s lesson, learners will be able to…(this is a very important section!)
   D. Learners: what background knowledge do they need, what experience do they have with this content or topic, . . .
   E. Materials: list materials you plan to use; in Stage 3, you will include the actual samples of all materials you will use, including materials for activities, quizzes, assignments.
Stage 2: Determine acceptable evidence: What evidence will show that learners have produced desired results?

Stage 3: Plan learning experiences: What activities are part of this lesson? What will the learners DO? What will the teacher DO? Activities:
   A. Setting the Stage—Warm-up
   B. Input? Other activities?
   C. Extension activities
   D. Closure—Warm-down
   E. Materials used: include the actual samples of all materials you use for this lesson, including materials for activities, quizzes, assignments.

Stage 4: Reflect on lesson effectiveness: How effective was this lesson?
   A. Did I achieve my lesson objectives? Did students achieve the objectives I set for them? How do I know?
   B. What worked especially well and why?
   C. Adaptations to Lesson: what changes did I make as I taught the lesson, and why. What would I change if I were to teach this lesson again?

(Note that the Stage 4 Reflection Phase will not need to be present in your plans this semester, unless you have had a chance to teach these plans. But you will include this stage in your lesson plans during your student teaching experience.)

In Chapter 3, and in the Chapter 3 Appendices you will also find guidelines on the very important task of writing objectives.
# Unit or Chapter Plan

Name: ______________________________

<table>
<thead>
<tr>
<th>Point value</th>
<th>Points earned</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>_____</td>
<td>Intro and Contents complete (course descr., bibliogr. info., goals, etc.).</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>Use of National Standards, emphasis on the three Communication modes and Culture. Lesson plan objectives stated clearly in terms of student outcomes and observable behavior.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>Use of appropriate “Backward Design” format for individual lesson plans.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>Use of warm-up activities.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>Meaningful communicative activities; activities to promote meaningful student-to-student interaction.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>At least one PACE lesson.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>“Authentic” and contextualized assessment instruments and materials, including an IPA.</td>
</tr>
<tr>
<td>10</td>
<td>_____</td>
<td>Communicative contextualized homework activities for reinforcement of content.</td>
</tr>
</tbody>
</table>
| 10          | _____         | Use of technology: 
|             | _____video    | _____pre-listening/viewing activities |
|             | _____audio    | _____follow-up activities |
|             | _____visuals  | |
|             | _____computer | ________________________________ |
| 10          | _____         | Creativity and variety in use of materials. Use of “authentic” materials |

**Total**