

**MA ESL MCU: Unit Template (UbD Stages 1-3)**

*\* There is an annotated, guided version of this template*

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| --- |
| [Title of ESL Unit] |
| [ESL Course, Grade Band, and ELP Level] |
|  |
|  |
| **[Summary of Unit]** |

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Integrated ESL Unit Template: UbD, WIDA, & MA Frameworks

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED FOCUS GOALS: G**  *\* See WIDA Performance Definitions*  **FOCUS Language Goals/Standards**:  **Salient Content Connections**:  *The student is building toward:* | **TRANSFER** | |
| ***Students will be able to independently use their learning to…* T** | |
| **MEANING** | |
| **UNDERSTANDINGS**   **U**  *Students will understand that…* | **ESSENTIAL QUESTIONS**  **Q** |
| **LANGUAGE ACQUISITION IN THE FOUR DOMAINS** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…* | **SKILLS: Academic Language****S**  *Students will be skilled at…* |
| **Stage 2 – Evidence** | | |
| **EVALUATIVE CRITERIA:**  *\*See Performance Indicators (MPIs) in CEPA page* | **ASSESSMENT EVIDENCE: Language Development** | |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT** | |
|  | **OTHER EVIDENCE: OE** | |
| **Stage 3 – Learning Plan** | | |
| **SOCIOCULTURAL IMPLICATIONS:  SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION:** | | |
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**List of Unit Resources**

**List and include resources by lesson sequence:**

**Curriculum Embedded Performance Assessment (CEPA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WIDA Standard: The Language of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **WIDA PI Receptive Domain (Listening or Reading):** | | |
| ***Level 1 – Entering*** | ***Level 2 – Emerging*** | ***Level 3 – Developing*** | | ***Level 4 – Expanding*** | ***Level 5 – Reaching*** |
| **WIDA Standard: The Language of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **WIDA PI Productive Domain (Speaking or Writing):** | | |
| ***Level 1 – Entering*** | ***Level 2 – Emerging*** | ***Level 3 – Developing*** | | ***Level 4 – Expanding*** | ***Level 5 – Reaching*** |