

*[Narrator]* This video is part of a series on using the SABES ELA unit plan template.

*[Title Slide:*

- *Video Series for ABE Teachers: Creating Robust ELA Unit Plans Using the SABES Template*
- *[Video Title] VIDEO 1: Topic, Title, and Rationale*
- *[SABES Logo] SABES*
- *[PAE Logo] MA Public Adult Education Professional Development System, a Public Adult Education of MA Program*
- *[World Education Logo] World Education, a division of JSI]*

*[Narrator]* In this video, you will see how completing the title and rationale sections of the template supported Lauren Twardy, a Massachusetts ABE practitioner, in developing an ELA unit on immigration.

*[The SABES ELA Unit Plan Template is shown on the screen, and then the camera zooms in on “Unit Topic/Title” and “Rationale” sections of the template. A photo of Lauren Twardy appears over the image of the template.]*

*[The text in the highlighted section of the template reads like this:*

*“UNIT TOPIC/TITLE*

- *Frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, science and technology, health, literature themes, workforce preparation, etc.; see TSTM).*
- *Aim for a pithy topic-related title that can be remembered and used by teachers when referring to the unit.*

*RATIONALE*

- *Explain why adult learners will find the knowledge and skills they learn in this unit to be relevant to their lives and goals.”]*

*[The template disappears and the first question appears on the screen next to Lauren’s profile photo: “How did using the SABES ELA Unit Plan Template help you consider the relevance of the unit on immigration for your adult learners?”]*

*[The question and profile photo disappear. The camera is focused on Lauren sitting on a couch in front of a bookcase. Her name and title appear on the bottom of the screen: Lauren Twardy, Middlesex Community College Adult Learning Center.]*

*[Lauren]* So I had developed a unit plan for my online adult secondary class. Um, it was an ELA unit, uh, that I was calling U.S. Immigration: Past to Present *[Lauren’s name and title disappear and the words “U.S. Immigration: Past to Present” appear next to her head]*, and I was fairly happy with it when I finished it. Um, but then I learned more about this unit plan template.

*[Lauren’s face minimizes to a small square in the top left and Lauren’s purpose statement from her old unit plan appears on screen underneath the words “From Original Unit Plan]*

*[The purpose statement reads like this:*

*“In the unit students will:*

- *Explore the history and treatment of immigration in the U.S. from past to present, discussing migrant rights and citizenship requirements*
- *Develop critical reading skills by analyzing texts with a focus on Analyzing Arguments, Gathering Information, and Developing Thesis Statements*
- *Enhance persuasive writing skills by brainstorming, outlining, and writing well-organized argumentative essays, including thesis statements, supporting arguments, counterarguments, and conclusions”]*

So I started the process, um, moving over as much information from my unit to the SABES template. Um, I started with my purpose statement, um, which talked about what we would be doing in the unit, um, discussing, uh, U.S. immigration throughout history [*“history” is highlighted in the purpose statement*], um, the treatment of immigrants in the U.S. [*“treatment of immigration” is highlighted in the purpose statement*], uh, as well as building on my students' critical reading skills [*“critical reading skills” is highlighted in the purpose statement*] and their persuasive writing skills [*“persuasive writing skills” is highlighted in the purpose statement*].

Um, it wasn't until I pulled this section over [*the SABES ELA Unit Plan Template appears on screen next to text that says “ELA Unit Plan Template”*] that I kind of realized that the title of the section is actually rationale, um, not purpose. [*The camera zooms in on the “Rationale” section of the template.*] And I think there's a really important distinction between those two words. So I knew I needed to kind of put more thought into the why of this. Why was it important for my adult students to be learning about immigration, um, as well as, you know, developing their, um, writing skills and, and how to write an argument.

[*The template disappears and Lauren's face returns to full-screen*] I just know from my experience in teaching as well as, um, you know, a lot of professional development, that the best way to get information to stick with students is to kind of provide context, um, to make sure that it's relevant to them.

[*A square appears in the top right corner. The following text appears in the box as Lauren speaks: “Contextualized, Relevant, Explicit, Why is it important?”*]

Uh, so I, uh, started kind of thinking about how can I, um, make this relevancy kind of explicit in my unit plan. And I started to think not just about why was it important for them to, um, learn about immigration, but also why is it important for them to be able to effectively, um, argue. They need to be able to, to have an opinion and then back up that opinion with evidence. I knew that, but I needed to put it into the unit plan in a way and, and really, um, make it sure that I knew that I was making it apparent for them as well.

[*The next question fills the screen: “What changed in your unit as a result of completing the Rationale section of the SABES ELA Unit Plan Template?”*]

[*The question disappears. The camera is focused on Lauren sitting on a couch in front of a bookcase.*]

[*Lauren*] There were a couple changes that I needed to make, um, not just to the section, but also to the, the unit in its entirety. One is that I made the shift from focusing, um, you know, past to present to really just thinking about the present. [*A square appears in the top right corner. The following text appears in the box as Lauren speaks: “Focus, Topic, Texts, Activities”*] Um, I still included some background, uh, information for my students to give that context, right, of, of immigration in, in U.S. history, but we really started to focus more the text and, and, um, you know, our activities on immigration issues that were impacting their communities, you know, our communities.

[*The Unit Topic/Title and Rationale sections of Lauren's revised unit plan appear on the screen. The text reads like this:*

*Column 1:*

*“UNIT TOPIC/TITLE*

- *Frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, science and technology, health, literature themes, workforce preparation, etc.; see TSTM).*
- *Aim for a pithy topic-related title that can be remembered and used by teachers when referring to the unit.”*

*Column 2:*

*“US Immigration Issues Impacting Our Communities”*

Column 1:

*“RATIONALE*

- *Explain why adult learners will find the knowledge and skills they learn in this unit to be relevant to their lives and goals.”*

Column 2:

*“This unit on U.S. immigration is highly relevant for adult learners, many of whom come from diverse backgrounds and have vested interests in immigration issues. By exploring immigration issues in the U.S. at specific moments in history and in the present day, students can begin to make connections among their own experiences, current events, and core content of the Language Arts and Social Studies HSE exams. In addition, this unit develops skills in critical reading and argument writing, digital literacy, and public speaking, helping prepare students to communicate and advocate effectively and concisely in today’s media-driven world.”]*

So that was one of kind of the, the major shifts that you can see in, in the unit and the rationale, um, and the title, which I ended up calling, um, “US Immigration Issues Impacting Our Communities” *[the image disappears and Lauren returns to full-screen]*.

Another big change is that I realized, for me to be asking them to, to effectively write arguments, I needed to have them practice reading and analyzing arguments much sooner in the unit. Um, when I first designed it, the, the texts that I was including were mostly informative texts, and I had to think about how could I get them reading *[a square appears in the top right corner with the following text as Lauren speaks: “skill practice + skill practice + skill practice = Culminating Assessment”]*, um, and listening to and watching, um, speeches with arguments much sooner in, um, the unit. So, uh, that's another change that I made was kind of pulling in arguments that they could look at. And, um, that's reflected in this kind of more concise rationale that we finally finished.

*[The full text of the revised unit rationale appears on screen in front of a photo of the Statue of Liberty. Lauren reads the text aloud. The following phrases are highlighted in the text as Lauren says them: “highly relevant”, “diverse backgrounds”, “vested interests”, “make connections among their own experiences, current events, and core content of the Language Arts and Social Studies HSE exams”, “critical reading”, argument writing, digital literacy”, “public speaking”, “communicate”, “advocate”, “media-driven world”.]*

This unit on U.S. immigration is highly relevant for adult learners, many of whom come from diverse backgrounds and have vested interests in immigration issues. By exploring immigration issues in the U.S. at specific moments in history and in the present day, students can begin to make connections among their own experiences, current events and core content of the language arts and social studies, HSE exams. In addition, this unit develops skills in critical reading and argument writing, digital literacy and public speaking, helping prepare students to communicate and advocate effectively and concisely in today's media-driven world.

*[The rationale text is replaced by the final question: What were the benefits of completing the Rationale section of the template?]*

*[The question disappears. The camera focuses on Lauren sitting on a couch in front of a bookcase.]*

*[Lauren]* So I think taking the time and putting in the effort on this section of the template was important. Uh, I think it, uh, benefited the, uh, unit as a whole, um, and really provided hopefully some long-term benefits for my students, right? That they were not just being prepared for their HSE exams, but learning some important skills about communicating effectively and advocating for themselves and their communities.

*[Credit slides:*

- *Thanks to: [Middlesex Community College Logo] Middlesex Community College*
- *Adult Learning Center*
- *Lauren Twardy, ELA Teacher*
- *Katherine Innis, Director]*

*[First credit slide transitions into the second slide]*

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- *<https://www.sabes.org/pd-team/ela>*