Curriculum Alignment Lab 1: Participant Agenda and Summary

This lab reviews Modules 1, 2, and 3 and introduces the Curriculum Alignment Guide. The focus is on proficiency and equity as connections are drawn between the Curriculum Alignment Guide and the Framework. Participants view and discuss sample unit plans and apply what they learn to complete sections of the Curriculum Alignment Guide for Unit Planning.

Key Links:

* Learning Modules: <https://www.doe.mass.edu/worldlanguages/implementation/modules.html>
* Curriculum Alignment Guide (How-to Document): <https://www.doe.mass.edu/worldlanguages/implementation/how-to.docx>
* Course Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/course-alignment-guide.docx>
* Unit Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx>
* Sample unit plans: <https://drive.google.com/drive/folders/1LHrsMFh15rBLjobpCA38Dg2RlnY9EtQ0?usp=sharing>
* Evaluation survey: <https://survey.alchemer.com/s3/6763223/Curriculum-Alignment-Lab-1-Evaluation>

Review of Modules 1, 2, 3 (25m)

*Review*

Review and summarize the Modules that serve as the foundation of this lab.

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| **Participant Notes, Comments, Questions:** |

Introduction to the Curriculum Alignment Guide (30m)

*Learn*

Learn about the Massachusetts World Languages Curriculum Alignment Guide and to think about your role on your school/district’s Curriculum Alignment Team. The Guide is a set of tools designed to support district-based world language departments in planning courses and units, checking for alignment to the standards, and reflecting on successes and challenges. This collaborative, departmental document is organized into different sections using the principles of backward design, allowing you to plan how standards will be addressed over the course of the academic year, as well as unit goals and objectives, assessments, and instruction. The Guide also centers proficiency and equity and include areas to reflect on and leverage student diversity in world language classrooms.

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| **Who should be part of your school’s/district’s Curriculum Alignment Team?** |

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| **Breakout Room 1:**   1. What are some notable features of the Curriculum Alignment Guide (CAG)? 2. What elements of the CAG are you already fully incorporating into your school’s/district’s curriculum? 3. Which elements are you ready to introduce soon? 4. Which elements represent longer-term discussion? |

Demonstration and Discussion: Sample Unit Plans (30m)

*View*

View sample unit plans and think about how proficiency and equity are incorporated. If you are attending the webinar, you will do this in breakout rooms. If you are not attending the webinar, we recommend doing this with other educators in your department.

*Reflect*

In self-selected breakout rooms, select a unit plan to review (10 min) After viewing the unit plans, discuss the following questions

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| **Breakout Room 2:**   1. What proficiency-based practices and materials did you notice in these samples? 2. What equitable practices and materials did you notice in these samples? 3. What are some strengths of these samples? 4. What could be added to improve these samples? 5. How might you use these samples when planning your own units? |

Preview and Next Steps (5m)

*Align*

Complete the Unit Overview and Standards Summary sections of the Curriculum Alignment Guide for Unit Planning. While completing these sections, think about proficiency and equity when planning for your unit and aligning your unit with the Massachusetts World Language Content Standards and additional standards that are relevant to world language education. Consider if your existing curriculum, when aligned, is sufficient, or if new content needs to be developed until you adopt more rigorous, proficiency-based, and culturally responsive curricula for your course or program. It is important to remember that this is an initial draft of your unit plan, and final versions of unit plans will ideally be completed collaboratively with other members of your world language department.

If you are attending the webinar, you will do this in breakout rooms. If you are not attending the webinar, we recommend doing this with other educators in your department.

*Reflect*

After you complete these sections of the Curriculum Alignment Guide for Unit Planning, think about the following questions. If you are attending the webinar or working on the Guide collaboratively with other teachers, you will discuss these questions together.

* How did you think about and incorporate proficiency while using the Guide?
  + Did you identify appropriate proficiency targets for your students?
  + Did you identify targets across communicative modes and domains of language?
* How did you think about and incorporate equity while using the Guide?
  + Did you identify who your students are and what assets they bring to the classroom?
  + Did you identify topics that will be linguistically and culturally appropriate?
  + Did you identify what resources will reflect your students’ identities and experiences?
* What are some of the standards that you plan to focus on in your unit?
* What are some student backgrounds, assets, and topics you plan to represent in your unit?
* What was challenging about aligning your unit using the Guide?

In the next Curriculum Alignment Lab, we will review Modules 4, 5, and 6; explore and discuss more sections of the Curriculum Alignment Guide; view and discuss sample unit plans with a focus on Interpersonal and Presentational Communication; and practice using the Curriculum Alignment Guide for Unit Planning to continue aligning your unit.

Additional Resources

*Module 1 Resources*

[ACTFL World-Readiness Standards for Learning Languages](https://www.actfl.org/resources/world-readiness-standards-learning-languages) • [MA WL Curriculum Alignment Guide (How-to Document)](https://www.doe.mass.edu/worldlanguages/implementation/how-to.docx) • [Course Alignment Guide](https://www.doe.mass.edu/worldlanguages/implementation/course-alignment-guide.docx) • [Unit Alignment Guide](https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx) • [MA WL Curriculum Framework](https://www.doe.mass.edu/frameworks/world-languages/2021.pdf) • [MA WL Linguistic Components Summary](https://www.doe.mass.edu/worldlanguages/support/linguistic-components.pdf) • [MA WL Quick Reference Guides](https://www.doe.mass.edu/worldlanguages/support/)

*Module 2 Resources*

[ACTFL Core Practices](https://www.actfl.org/resources/guiding-principles-language-learning) • [ACTFL Performance Descriptors](https://www.actfl.org/resources/actfl-performance-descriptors-language-learners) • [ACTFL Proficiency Guidelines](https://www.actfl.org/resources/actfl-proficiency-guidelines-2012) • [NCSSFL-ACTFL Can-Do Statements](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) • [CARLA Proficiency-Oriented Language Instruction and Assessment Handbook](https://carla.umn.edu/articulation/handbook.html) • [MaFLA Programming](https://mafla.org/pdonline/) • [MA WL Leadership Network](https://www.doe.mass.edu/worldlanguages/leader-network/default.html)

*Module 3 Resources*

[ACTFL Social Justice Resources](https://www.actfl.org/resources/resources-language-educators-address-issues-race-diversity-and-social-justice) • [CASEL Framework](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/) • [CASEL Guide to Schoolwide Social and Emotional Learning](https://schoolguide.casel.org/) • [CASEL Program Guide](https://pg.casel.org/) • [CASEL Research-Practice Partnership Resources](https://casel.org/about-us/our-mission-work/research-practice-partnerships/) • [Learning for Justice Classroom Resources](https://www.learningforjustice.org/classroom-resources) • [Learning for Justice Social Justice Standards](https://www.learningforjustice.org/frameworks/social-justice-standards)