Massachusetts World Languages Curriculum Alignment Guide for Unit Planning

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| **Unit Overview*****What is the overall focus and structure of the unit, and what skills will students develop or advance in this unit?*** |
| **Unit #/Title** | Unit 3- Carnival | **Length of Unit** | 01 Month | **Proficiency Level Target(s)** | Novice Mid |
| **Theme(s)/ Topic(s)** | “Carnival” |
| **Centering Student Diversity** | Fostering inclusion and awareness around multicultural education benefits all students such as creating greater multicultural awareness, inclusion of students with different backgrounds, it encourages acceptance and helps prepare students to thrive in an exponentially diverse world. How Carnival is celebrated in many countries, there are different ways of celebration, and also distinct periods of the year to commemorate it. This event shows how diverse is celebrated and at the same time the similarities with a lot of countries.  |
| **Essential Question(s)** | 1) What is Carnival?2) How do people celebrate Carnival in Portuguese speaking countries?3) What are the differences and similarities to your culture and others?4) Which period of the year do we celebrate the Carnival? |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | By the end of the unit, students will be able to:* identify the Carnival and portuguese speaking countries;
* describe how people celebrate, and the costume they wear;
* what they can do at this celebration;
* they can ask and answer questions about the Carnival and their preferences;
 |
| **Culturally Relevant Authentic Resources** | Origin of Carnival: [Carnava](https://brainly.com.br/tarefa/20561618)l ([Comic Book](https://www.google.com/search?q=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&tbm=isch&ved=2ahUKEwizm8aXjfD1AhW3gHIEHajjCVUQ2-cCegQIABAA&oq=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&gs_lcp=CgNpbWcQA1D7E1j7E2DoFWgAcAB4AIABTogBhgGSAQEymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=amECYrO-F7eBytMPqMenqAU&rlz=1C1GCEU_enUS879US883&safe=active&ssui=on#imgrc=QuRPVLBB9phKaM&imgdii=gPsAo9oClDXPbM))Type of Dance: [Frevo](https://www.youtube.com/watch?v=d0hweRxDZrY) Video: [Carnaval do Pita](https://youtu.be/siVfbM-jicg) Song: [Pipoca (Araketu)](https://www.youtube.com/watch?v=Vcyr-HW8XM0)Choreography: [Araketu](https://www.youtube.com/watch?v=2GuzqhSBlyo) Reading: [Justo no Carnava](https://arquivosturmadamonica.blogspot.com/2018/02/cebolinha-hq-justo-no-carnaval.html)l (Comic Book of Turma da Mônica) Art: [Arte sobre o Carnaval](https://www.artequeacontece.com.br/10-artistas-brasileiros-que-retrataram-o-carnaval/) Video with Rhyme: [Um Tal Carnava](https://www.youtube.com/watch?v=YW6EBXIsxk0)l Instruments of Carnaval: [Instrumentos](https://www.youtube.com/watch?v=4KAjygTz9Tg) Masks of Carnival: [Máscaras](https://www.youtube.com/watch?v=AGZHV3o0S3U)Songs for Carnival ([Marchinhas](https://www.youtube.com/watch?v=b__EHoYnFiA))Celebration of [Carnival](https://www.youtube.com/watch?v=O_dPtIQHZX0) [around](https://www.youtube.com/watch?v=3gg6cUnmGV8) the [world](https://www.youtube.com/watch?v=kwy4rl51CQ8).  |
| **Additional Notes** |  |

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| **Standards Summary (p.1 of 2)*****What world language content standards will be focused on or introduced in the unit?*** |
| [**World Language Content Standards**](https://www.doe.mass.edu/worldlanguages/support/content-standards.pdf) | * Identify some basic facts from the text. (N.M. 1B)
* Ask highly predictable, formulaic questions. (N.M. 2C)
* Provide simple, basic, prepared information in culturally appropriate ways. (N.M. 3B)
* Refer to some typical products and practices related to an audience’s or interlocutor’s culture to show basic cultural awareness and respect towards diversity. (N.M 4A)
* Recognize and identify factors that contribute to individual and cultural identities. (N.M. 5B)
* 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (N.M. 6A1)
* Identifying similarities and differences in the sound and writing systems. (N.M. 6B3)
* Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (N.M. 7A)
* Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (N.M. 8A1)
* Interacting with speakers/signers of the target language to build diverse relationships. (N.M. 8B2)
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| **Standards Summary (p.2 of 2)*****What other standards will be focused on or introduced in the unit?*** |
| [**Social and Emotional Well-being**](https://casel.org/) | - Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. [It is] the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support. A developed sense of social awareness allows for successful interactions with others based on reactions and modifications that take place during the interaction.- Relationship Skills**:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. It is essential to help students build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | * Students will respond to diversity by building empathy, respect, understanding and connection.
* Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
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| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | * From Massachusetts Curriculum Framework of Arts 2019:

Cluster 4 - Practice 1: Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa (Page 20).* From Massachusetts Curriculum Framework for English Language Arts and Literacy 2017:

Key standards introduced in grade 4, with continued attention through grade 12: Choose words and phrases to convey ideas precisely (L.4.3a).  |

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| **Summative Assessment*****How will students demonstrate how well they have met unit goals/objectives, and how will I measure and provide feedback?*** |
| **Communicative Mode** | **Description of Task(s)** | **Differentiation for Equity** | **Embedded Standards** |
| **Interpretive** | Students read the text (comic book) in Portuguese about Carnival and identify the main idea.  | New vocabulary words will be highlighted in the text and two versions of the questions will be available - one open-ended, and one with answer choices.  | ✓ Cultures ☐ Comparisons☐ Connections ✓ Communities |
| **Interpersonal** | Students will look at different images of Carnival and Halloween. Then they will engage in a conversation with a partner to compare and contrast these two celebrations.  | Sentence starters will be provided.  | ✓ Cultures ✓ Comparisons✓ Connections ☐ Communities |
| **Presentational** | Students will present on screencastify/flipgrid who they are, what they can do at Carnival, which costume they will wear, why it is their preference, and what clothes they will wear.  | A model of slides and video will be provided to guide them to make their own presentation.Later the videos can be played in the homerooms, online newsletter etc.  | ✓Cultures ☐ Comparisons☐ Connections ☐ Communities |
| **Intercultural** | Resources will be provided to identify which countries celebrate Carnival. Afterwards, students will complete a chart to verify their knowledge.  | The main idea will be highlighted.  | ✓Cultures ✓Comparisons✓Connections ✓Communities |
| **Avoiding Biases** | **Scoring Tools and Methods** | **Feedback Tools and Methods** |
| Showing a bank of varied images related to Carnival to illustrate the many ways Carnival is celebrated. Presenting different countries which celebrate the Carnival. | There is a department grade scale to follow.  | The rubric will be explained to the whole class for Interpretive, Interpersonal and Presentational assessments. Students should self-assess themselves. Afterwards, a comment will be posted on google classroom individually.  |

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| **Instruction (p.1 of 2)*****What learning activities and resources will support students in meeting unit goals/objectives, and how will I check for understanding?*** |
| **Communicative Mode** | **Key Learning Activities and Formative Assessments** | **Culturally Relevant Authentic Resources** | **Embedded Standards** |
| **Interpretive** | * Students will highlight the words they already know.
* Students will answer questions about the main idea and key details. on google form and/or edpuzzle.
* Students listen to their classmates share their “Instagram” accounts and identify what clothes they choose to celebrate the Carnival.
* During the presentational assessment, students complete a graphic organizer with their classmates’ favorite costume and one reason why they like them.
 | Origin of Carnival: [Carnava](https://brainly.com.br/tarefa/20561618)l ([Comic Book](https://www.google.com/search?q=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&tbm=isch&ved=2ahUKEwizm8aXjfD1AhW3gHIEHajjCVUQ2-cCegQIABAA&oq=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&gs_lcp=CgNpbWcQA1D7E1j7E2DoFWgAcAB4AIABTogBhgGSAQEymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=amECYrO-F7eBytMPqMenqAU&rlz=1C1GCEU_enUS879US883&safe=active&ssui=on#imgrc=QuRPVLBB9phKaM&imgdii=gPsAo9oClDXPbM))Video: [Carnaval do Pita](https://youtu.be/siVfbM-jicg) Reading: [Justo no Carnava](https://arquivosturmadamonica.blogspot.com/2018/02/cebolinha-hq-justo-no-carnaval.html)l (Comic Book of Turma da Mônica) Video with Rhyme: [Um Tal Carnava](https://www.youtube.com/watch?v=YW6EBXIsxk0)l  | ✓ Cultures ☐ Comparisons☐ Connections ☐ Communities |
| **Interpersonal** | * Pictures will be presented of the slides. They have to talk about what they can do or what they like to do at Carnival (action verbs).
* Some costume pictures will be given to students, they have to describe it and the classmate has to guess it.
* Outside/inside circle: Students receive cards with the vocabulary learned in Portuguese. Students have to ask and respond to questions related to it.
 | Origin of Carnival: [Carnava](https://brainly.com.br/tarefa/20561618)l ([Comic Book](https://www.google.com/search?q=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&tbm=isch&ved=2ahUKEwizm8aXjfD1AhW3gHIEHajjCVUQ2-cCegQIABAA&oq=hist%C3%B3ria+em+quadrinho+sobre+carnaval+online&gs_lcp=CgNpbWcQA1D7E1j7E2DoFWgAcAB4AIABTogBhgGSAQEymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=amECYrO-F7eBytMPqMenqAU&rlz=1C1GCEU_enUS879US883&safe=active&ssui=on#imgrc=QuRPVLBB9phKaM&imgdii=gPsAo9oClDXPbM))Video: [Carnaval do Pita](https://youtu.be/siVfbM-jicg) Reading: [Justo no Carnava](https://arquivosturmadamonica.blogspot.com/2018/02/cebolinha-hq-justo-no-carnaval.html)l (Comic Book of Turma da Mônica)Type of Dance: [Frevo](https://www.youtube.com/watch?v=d0hweRxDZrY)   | ✓Cultures ☐ Comparisons✓Connections ☐ Communities |
| **Presentational** | **INSTAGRAM/SNAPCHAT/FACEBOOK** You will be creating an “Instagram/Snapchat/Facebook” account. 1. Choose a picture for your profile and write a short bio about yourself.
2. Post which clothes/accessories you wear on Carnival for different days.
3. Post photos of where you are heading (any Portuguese country), describe how you are feeling about going away for Carnival, and what you do there (action verbs).
4. Add to the information about the weather there and a song that you listened to.

PS: It can be posted on the school website.  | My [Carnaval](https://www.instagram.com/p/CXi2xjYAG4T/) on InstagramMy [music](https://www.facebook.com/salvadormeucarnaval/photos/a.255047878004481/1194383600737566/) for Carnival [Post](https://www.facebook.com/salvadormeucarnaval/photos/a.255047878004481/1480095302166393/) of Carnival [Slides](https://slidesgo.com/theme/carnival-season-for-social-media-ig-stories#search-carnival+instagram&position-1&results-1) for Instagram [Song](https://www.youtube.com/watch?v=b__EHoYnFiA) for Carnival (marchinhas) | ✓ Cultures ☐ Comparisons✓ Connections ✓Communities |
| **Intercultural** | * Students will watch a video about the Carnival in different countries and how they celebrate.
* Students will complete a diagram comparing them (similarities and differences).
* Students will talk about their preferences and why (in a simple way)
* Students can write 5 sentences taken from the diagram.
 | Celebration of [Carnival](https://www.youtube.com/watch?v=O_dPtIQHZX0) [around](https://www.youtube.com/watch?v=3gg6cUnmGV8) the [world](https://www.youtube.com/watch?v=kwy4rl51CQ8).  | ✓Cultures ✓Comparisons✓Connections ✓Communities |
| **Toolbox*****What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** |
| * Describe clothes in detail
* Usage of some verbs to express actions
* Use the present form
* Express feelings
* Informing about the weather
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| **Instruction (p.2 of 2)*****What materials, strategies, and supports will I use to ensure equity in the unit, and how will I use the Core Practices?*** |
| **Social and Emotional Well-Being** | - Social awareness: A developed sense of social awareness allows for successful interactions with others based on reactions and modifications that take place during the interaction.Show some images and discuss what is right to do during the Carnival, and which behaviors students are aware of other cultures.  |
| **Social Justice** | By exploring the historic texts which mentions the reason for the celebration (Carnival) and answering it on a google form or cards, students will be able to develop more empathy to the diversity. |
| **Differentiation for Equity** | Scaffolding the texts. Extra help hours will be provided. Different work groups/pairs. Vocabulary, word bank and sentence starters.Models for examples.  |
| **Technology** | Quizlet/BlooketScreencastify/Flipgrid/Mic noteSlidesEdpuzzleGoogle Forms |
| [**Core Practices**](https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf) | Target Language Comprehensibility✓ | Authentic Resources✓ | Oral Interpersonal Tasks✓ | Backward Design✓ | Teach Grammar in Context✓ | Provide Oral Feedback✓ |

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|  **Reflection and Analysis*****Which students connected to the unit, which unit activities were most effective, and how aligned were different components of the unit?*** |
| **Centering Student Diversity** |  |
| **Strengths** |  |
| **Areas for Improvement** |  |
| **Unit Component** | **Alignment Notes** | **Aligned?** |
| **Fully** | **Partial** | **Not** |
| **Summative Assessment** |  | **☐** | **☐** | **☐** |
| **Key Learning Activities and Formative Assessments** |  | **☐** | **☐** | **☐** |
| **Next Steps** |  |

This unit plan was developed by Daniela Cristina Machado de Souza for the Massachusetts Department of Elementary and Secondary Education.