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** | **Immigration** | **Length of Unit** | 15 ( 55 minute classes) | **Proficiency Level Target(s)** | Intermediate Mid |
| **Theme(s)/ Topic(s)** | World challenges - causes and consequences of immigration - challenges and rewards of immigration | | | | |
| **Centering Student Diversity** | There is very little diversity in my school and their immigration goes back a few/many generations. These students are not familiar with the social issues that cause immigration. Therefore, they need to learn about the current life conditions and social injustice in the countries with the largest migration. | | | | |
| **Essential Question(s)** | What are the challenges of immigration?  What factors might a person have to weigh when considering whether to immigrate to another country?  What might be some of the greatest challenges and rewards for immigrants to a new country?  Why do people have to leave their homeland and go to another country? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | **By the end of this unit, students will be able to:**  I can identify causes and effects of Immigration  I can relate stories of Immigration  I can identify challenges and rewards for an immigrant in a new country  I can express my personal opinion about immigration  I can persuade a classmate to consider my point of view about immigration | | | | |
| **Culturally Relevant Authentic Resources** | Music video: [Pobre Juan](https://docs.google.com/document/d/1t9N2QtxLvcjycpmJ_yTHrxQ5Ir0dnCwRIKFzam1StXs/edit) & [El Mojado](https://docs.google.com/document/d/15LqL6KY0QeyrfARQJku-Sxb4pW9YnJiKPyKjnu5nsjU/edit?usp=sharing)  Images: [fotos de inmigración](https://docs.google.com/document/d/1wJUVOVjlUD8bJje4xq_dQPDlG_0AWeZwOEdJAoELwHI/edit?usp=sharing)  Website: [Poblacion indigena en América Central](https://es.weforum.org/agenda/2019/11/los-paises-con-la-mayor-cantidad-de-poblacion-indigena-de-america/)  Listenings: Edpuzzle-[Historia de la inmigración](https://edpuzzle.com/assignments/5df796d56765e74147f5abd1/students)  Edpuzzle- [Inmigración centroamericana a través de México](https://www.youtube.com/watch?v=94cpLjDnzos&t=8s)  CNN video[-El plan de inmigracion para enfrentar la inmigracion irregular](https://cnnespanol.cnn.com/video/estrategia-migratoria-estados-unidos-pkg-miguel-antonanzas/)  CNN video-[EU tiene que involucrarse en los problemas migratorias de América Central](https://www.cnn.com/videos/spanish/2021/04/28/frontera-biden-apoyo-migracion-centroamerica-antonio-vitorino-aristegui-mexico.cnn)  Readings- Current news article- [Visas para viajar a EU](https://cnnespanol.cnn.com/2021/07/27/visa-americana-estados-unidos-costo-solicitar-orix/) & [analysis](https://docs.google.com/document/d/1bLhCn5YeIENjeV2NhiOm6Z2K8pyTrbr12GajsU_AiGI/edit?usp=sharing)  Current news article- [Origen de la Inmigracion Centroameri](https://latinostudies.nd.edu/assets/95347/original/student_brief_8.2.pdf)cana & [analysis](https://docs.google.com/document/d/1OkGuu_EhtNrjB9pal2_K0tfMAj8DKr5rqH0zVaV_XGo/edit?usp=sharing)  Current news article- [**Inmigrantes centroamericanos en los Estados Unidos**](https://www.migrationpolicy.org/article/inmigrantes-centroamericanos-en-los-estados-unidos) & [**analysis**](https://docs.google.com/document/d/1IK1moOhtRLEykiiKrUme-SBaMQ3GdmiAJth7wKUyIpU/edit?usp=sharing)  Current news article- [“Menos mexicanos indocumentados van por ‘sueño americano’](https://docs.google.com/document/d/1_S1xvJJAukTm2b5RNWTC7uILfaXy3PLZ2QMzp7PXCm0/edit?usp=sharing) | | | | |
| **Additional Notes** | Reading-Experiencias de inmigrantes [Historia 1](https://docs.google.com/document/d/1etmIkvEOX8TdMjf6zpD3OCaWo2036RSk1qHU6FPhALo/edit?usp=sharing) - [Historia 2](https://docs.google.com/document/d/13nZ1ZRfiZ6VvjmE5Jm31Dh_E0HgxAgSyp-Out_Jfzco/edit?usp=sharing)  [Analysis of the readings](https://docs.google.com/document/d/1paw8ST2iJbqL4kMu-4LLy4UvNwLDwuQ7t3YU2HV45NA/edit?usp=sharing) while applying unit vocabulary.  Interpersonal & presentational speaking activities - exchange opinions, debate, present immigrant perspectives | | | | |

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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) | Understand traits of multiple cultures and communities. (IM.1.a)  Understand the main idea and some supporting details. (IM.1.b)  Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)  Understand, answer, and ask a variety of questions. (IM.2.b)  Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)  Provide basic advice on individual or societal issues. (IM.2.d)  Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)  Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)  State a viewpoint and provide reasons to support it. (IM.3.c)  Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IM.4.a)  Use appropriate learned gestures and behaviors. (IM.4.b)  Investigate, explain, and reflect on how culture affects identity. (IM.5.b)  Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IM.6.a.2) |

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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-emotional development practices and social justice practices are woven in the standards included above.  Social Awareness Domain: Understand the perspectives of and empathize with others, including those from different backgrounds, cultures and contexts, which includes their own identity and their ancestors’ stories of immigration.  - Responsible Decision-Making Domain: Students take the perspective of those from different cultures to build empathy. - - Make caring and constructive choices about personal behavior and social interactions across diverse situations. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | - Read and listen to stories of inmigration to understand the perspectives of people who have to abandon their homeland to make a dangerous, long trip to a country where they hope to find job opportunities, equality and a safe home for their children.  - Identify social and political issues that cause immigration.  - Learn about the challenges and rewards that the journeys of immigration represent for the people of other countries. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | **History & Social Science Framework:**  **Grades 11–12 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]**  2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

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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 and listen to videos of current news from different sources related to the immigration crisis so they can identify the situations that affect the decision to leave a country and attempt to enter another country.  Students discuss the causes of immigration and its roots. | I provide students with graphic organizers to sort out the information from the listening and reading of authentic resources. .  I also provide them with several strategies that I monitor throughout these activities: underline context they understand, write unknown words, summarize, share w/a friend, write questions. | ✓ Cultures  ☐ Comparisons  ✓ Connections  ✓ Communities |
| **Interpersonal** | Students exchange information related to an individual's immigration experience.  Students respond to an email related to volunteering with a program to assist immigrants in the US.  Students compare the options to immigrate legally and illegally. They analyze the reasons why legal immigrtion is not an option for many. They converse and debate opposing perspectives about current immigration policies. | Students are encouraged to answer in full sentences with lots of details but they can also use simple phrases. | ✓ Cultures  ☐ Comparisons  ✓ Connections  ✓ Communities |
| **Presentational** | Together as a class we create an introduction to their interpersonal writing that would be attractive and inspiring.  Students present their story of immigration or someone else’ immigration experience. Ss reflect on stories of someone from another country who speaks another language and their perspectives about the current immigration crisis. | I provide students with sentence starters. We constantly review conversational expressions and transition words. | ☐ Cultures  ✓ Comparisons  ✓ Connections  ☐ Communities |
| **Intercultural** | Students represent opposing perspectives about immigration:pro & against immigrtion. Students debate while exchanging facts, comments with other groups to present their points of view. The objective is to persuade the opposite groups to support one perspective option over another. | Students prepare arguments on a graphic organizer. Students first talk with other Ss in their groups then rotate to other groups.  During the debate Ss are provided with different assertions as a guide to their arguments. | ✓ Cultures  ✓ Comparisons  ☐ Connections  ✓ Communities |

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| **Avoiding Biases** | **Scoring Tools and Methods** | **Feedback Tools and Methods** |
| Emphasis on legal & illegal immigration and not just focusing on one. | [Writing/Speaking IH rubric](https://docs.google.com/document/d/1j6BqLUgCZOtI4_dSH50PJMQ5Jkx2MmMlOHAMqfQenxw/edit?usp=sharing)  [Debate participation rubric](https://docs.google.com/document/d/1vjUZGXWCimtzs2sa844Y9Y0GjKL5nC8k/edit?usp=sharing&ouid=117482233288774231024&rtpof=true&sd=true)  [Interpersonal speaking rubric](https://docs.google.com/document/d/1ptLAKT1gw8QD5B2B6RLuGJcDkBAi_AaDfPqb0_MbN98/edit?usp=sharing) | * Can-Do statement checklist * Comments on google documents * One-on-one conversation with students * Interpretive, Interpersonal and Presentational Rubrics |

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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 watch videos with immigration stories, learn vocabulary and practice pronunciation. Music videos: [Pobre Juan](https://docs.google.com/document/d/1t9N2QtxLvcjycpmJ_yTHrxQ5Ir0dnCwRIKFzam1StXs/edit) & [El Mojado](https://docs.google.com/document/d/15LqL6KY0QeyrfARQJku-Sxb4pW9YnJiKPyKjnu5nsjU/edit?usp=sharing)  -Visuals help students create an image of what sn immigration journey might look like. Images: [fotos de inmigración](https://docs.google.com/document/d/1wJUVOVjlUD8bJje4xq_dQPDlG_0AWeZwOEdJAoELwHI/edit?usp=sharing), Movie “Bajo la misma luna”.  -Students practice their listening skills and discuss their analysis of the videos.  -Listenings:  Edpuzzle-[Historia de la inmigración](https://edpuzzle.com/assignments/5df796d56765e74147f5abd1/students)-[Organizer time lines](https://drive.google.com/file/d/136TMtsWwytDVxlrXv814UJXj_Z9V81uQ/view?usp=sharing)  Edpuzzle-[Inmigración centroamericana a través de México](https://www.youtube.com/watch?v=94cpLjDnzos&t=8s)  -Readings:  Experiencias de inmigrantes [Historia 1](https://docs.google.com/document/d/1etmIkvEOX8TdMjf6zpD3OCaWo2036RSk1qHU6FPhALo/edit?usp=sharing) - [Historia 2](https://docs.google.com/document/d/13nZ1ZRfiZ6VvjmE5Jm31Dh_E0HgxAgSyp-Out_Jfzco/edit?usp=sharing) - [Analysis of the readings](https://docs.google.com/document/d/1paw8ST2iJbqL4kMu-4LLy4UvNwLDwuQ7t3YU2HV45NA/edit?usp=sharing)  Readings  Current news article- [Visas para viajar a EU](https://cnnespanol.cnn.com/2021/07/27/visa-americana-estados-unidos-costo-solicitar-orix/) & [analysis](https://docs.google.com/document/d/1bLhCn5YeIENjeV2NhiOm6Z2K8pyTrbr12GajsU_AiGI/edit?usp=sharing)  Current news article- [Origen de la Inmigracion Centroameri](https://latinostudies.nd.edu/assets/95347/original/student_brief_8.2.pdf)cana & [analysis](https://docs.google.com/document/d/1OkGuu_EhtNrjB9pal2_K0tfMAj8DKr5rqH0zVaV_XGo/edit?usp=sharing)  Current news article- [**Inmigrantes centroamericanos en los Estados Unidos**](https://www.migrationpolicy.org/article/inmigrantes-centroamericanos-en-los-estados-unidos) & [**analysis**](https://docs.google.com/document/d/1IK1moOhtRLEykiiKrUme-SBaMQ3GdmiAJth7wKUyIpU/edit?usp=sharing)  Current news article- [“Menos mexicanos indocumentados van por ‘sueño americano’](https://docs.google.com/document/d/1_S1xvJJAukTm2b5RNWTC7uILfaXy3PLZ2QMzp7PXCm0/edit?usp=sharing)  -Students identify vocabulary, main ideas, objectives of the articles/documents in order to better understand the immigration issues. | Website:[Poblacion indigena en America Central](https://es.weforum.org/agenda/2019/11/los-paises-con-la-mayor-cantidad-de-poblacion-indigena-de-america/)  Videos:Interpretive listening-[Latinoamerica Indigena en el Siglo XXI](https://www.bancomundial.org/es/region/lac/brief/indigenous-latin-america-in-the-twenty-first-century-brief-report-page) - O[rganizer](https://drive.google.com/file/d/12ic7IXs2qlsJef-8wLAs2jyv3A9ZmekS/view?usp=sharing)  Interpretive listening-[Los pueblos indigenas en America Latina](https://www.youtube.com/watch?v=IZE9q4Akly8)-[Organizer](https://drive.google.com/file/d/12ic7IXs2qlsJef-8wLAs2jyv3A9ZmekS/view?usp=sharing)  CNN video[-El plan de inmigracion para enfrentar la inmigracion irregular](https://cnnespanol.cnn.com/video/estrategia-migratoria-estados-unidos-pkg-miguel-antonanzas/)  CNN video-[EU tiene que involucrarse en los problemas migratorias de América Central](https://www.cnn.com/videos/spanish/2021/04/28/frontera-biden-apoyo-migracion-centroamerica-antonio-vitorino-aristegui-mexico.cnn) | ✓ Cultures  ☐ Comparisons  ✓ Connections  ✓ Communities |
| **Interpersonal** | - “Chequeos”-Daily warm ups with prompts/questions topic related-Students write and discuss in groups  -Conversation circle  - Discussion around the room- [questions](https://drive.google.com/file/d/0B64UdB37nFIuV1VwSDlvVWQxTnc/view) posted around the room (group work-students exchange ideas about the questions)  - Inside-outside Circles  - Interviews, debates  - Question exchange with vocabulary cards/card rotation  -Email writing-respond to an email related to volunteering for an assistance program for immigrants in the US  -Exchange opinions, debate, present immigrant perspectives | Posters around the room with [questions](https://drive.google.com/file/d/0B64UdB37nFIuV1VwSDlvVWQxTnc/view)-Students rotate & exchange facts/opinions to respond. | ✓ Cultures  ✓ Comparisons  ☐ Connections  ✓ Communities |
| **Presentational** | - Students  - Flipgrid to present their Immigration story  - Writing to summarize the points from a class conversation  -Exit tickets of writing a few sentences |  | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Intercultural** | Students watch, listen and read websites about the current situation of the Indigenous populations in Latinamerica.  Students identify the circumstances that prompt the indigenous populations of Latinamerica to leave their countries. | Website:[Poblacion indigena en America Central](https://es.weforum.org/agenda/2019/11/los-paises-con-la-mayor-cantidad-de-poblacion-indigena-de-america/)  Videos:Interpretive listening-[Latinoamerica Indigena en el Siglo XXI](https://www.bancomundial.org/es/region/lac/brief/indigenous-latin-america-in-the-twenty-first-century-brief-report-page) - O[rganizer](https://drive.google.com/file/d/12ic7IXs2qlsJef-8wLAs2jyv3A9ZmekS/view?usp=sharing)  Interpretive listening-[Los pueblos indigenas en America Latina](https://www.youtube.com/watch?v=IZE9q4Akly8)-[Organizer](https://drive.google.com/file/d/12ic7IXs2qlsJef-8wLAs2jyv3A9ZmekS/view?usp=sharing) | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| Vocabulary related to immigration  Preterite, Imperfect, Perfect, Subjunctive tenses  Transition words, expressions, sentence starters | | | |

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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** | A variety of activities to express their opinions and facts with movement around the room:  - Conversation circle, Inside-outside circles  - Activities for fun and movement: a lot of singing, dancing songs in Spanish with “just dance”, Yoga sessions.  - Students reflect on their lives compared to the lives of the immigrants that have to walk for days to attain the simple human rights that we have every day.  - Recognize our own strengths and privileges through conversations and in readings.  - Promote community well-being through the reflection students make on how to help immigrants in their community. | | | | | |
| **Social Justice** | Social Justice is one of the main themes of the topic studied in this unit. Students reflect on the current conditions and social disparity in which people live in Latin America that prompt them to leave their countries behind.  The social disparity that exists in the Latinamerican countries mostly affects the indigenous populations who have been oppressed since the times of the Conquest.  Students learn and discuss the injustice of the distribution of wealth, opportunities, and privileges within a society. | | | | | |
| **Differentiation for Equity** | Graphic organizers are used to help students understand the main ideas and details of the readings, videos, etc.  Individual students help in class and after school when completing assignments.  Flexible grouping in the class to work on projects.  Pair conversations to better concentrate on the material.  Pair rotation to learn from a different student.  Vocab and sentence starters, included in chat mats.  Writing outlines.  Brainstorm with students on reading strategies that help them. | | | | | |
| **Technology** | Blooket, Quizlet, Kahoot, Wordwall  Flipgrid  Audio lingua - Youtube videos  EdPuzzle  Google Suite Tools: Slides, Forms, Jamboard | | | | | |
| [**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 Martha Clark for the Massachusetts Department of Elementary and Secondary Education.