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** | **¿Quiénes somos? El individuo y la identidad** | **Length of Unit** | 6-8 weeks  (1st unit timed with Hispanic Heritage Month) | **Proficiency Level Target(s)** | Intermediate Mid |
| **Theme(s)/ Topic(s)** | The individual, identity, personality | | | | |
| **Centering Student Diversity** | My students are linguistically and culturally diverse; they represent different races and ethnicities. This unit will provide the space to explore and express who they are. They will also explore the diversity of the Spanish-speaking world. | | | | |
| **Essential Question(s)** | · Who am I at this moment in time?  · What factors contribute to identity and personality development?  · How do individuals express their identity?  · How do personal and public identities differ? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | Interpretive: I can understand the main idea when reading/listening related to  · how others describe their identities and their outlook on life  · how personal and public identities might differ for individuals  · how history and culture influence identity    Interpersonal: I can have an oral or written conversation to share information, express feelings and/or state opinions about…  · my personal likes/tastes; my outlook on life; what is important to me  · my identity and personality  · factors that contributed to my personality/identity development    Presentational: I can present information orally or in writing to explain  · who I am  · how some individuals from the target culture expressed who they are through media such as music, poetry and art  · how personal and public identities can differ  Intercultural Competencies: I can investigate and discuss  · the meaning of the terms “hispan@”, “latin@” and “afrolatin@”  · the diversity of the Spanish-speaking world  · the people and celebration of Hispanic heritage in the United States | | | | |
| **Culturally Relevant Authentic Resources** | **Videos:**  Amara La Negra (La República Dominicana):  [Why Afrolatina knowledge matters](https://www.youtube.com/watch?v=fuEcNPzsQbg)  American Boy (United States): [¿Qué significa ser afrolatino?](https://www.youtube.com/watch?v=JrXQZe_Pcq8)    **Music:**  *Vivir mi vida* (Marc Anthony-Puerto Rico)  *La vida es un carnaval* (Celia Cruz-Cuba)  *Soy y no soy* (el Chojín-España)  *Guantanamera* (two versions: Playing for Change; Celia Cruz)    **Poetry:**  Fragmento de *Versos sencillos* (José Martí-Cuba)  *Yo no soy yo* (Juan Ramón Jiménez-España)  *A Julia de Burgos* (Julia de Burgos-Puerto Rico)  Poem: “Me gusta” (Alejandro Jodorowski-Chile)  **Story:**  *La rana que quería ser una rana auténtica* (Augusto Monterroso-Honduras)    **Art:** *Las dos Fridas* (Frida Kahlo-México)  **Articles (may vary over time):**  “5 hispanos con los que debes (o debiste) tomarte una foto” (Elpaís.com)  “La identidad afrolatina” (aldianews.com)  “Frida Kahlo: vida y obra de una de las pintoras más influyentes” (vogue.mex)  “¿Cómo prefieren definirse los hispanos en EEUU?” (hispaniccouncil.org) | | | | |
| **Additional Notes** | Other Hispanic Heritage Resources (statistics; articles) from various websites | | | | |

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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) | **Intermediate Low toward Intermediate Mid (first unit of year)**    1a. Interpretive Communication: understand traits of multiple cultures and communities  1b. Interpretive Communication: understand the main idea and some supporting ideas    2b. Interpersonal Communication: understand, answer and ask a variety of questions  2c. Interpersonal Communication: initiate, maintain and end conversations by understanding and creating meaning    3a. Presentational Communication: demonstrate awareness & understanding of relevant topics, sources, themselves & their audience  3c. Presentational Communication: state a viewpoint and provide reasons to support it    5a. Cultures: analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities  5b. Cultures: investigate, explain and reflect on how culture affects identity    6a1. Comparisons: Making comparisons between products, practices and perspectives  6b1. Comparisons: Interpreting, expressing and comparing the meanings of idioms (and in this unit, proverbs)    7a. Connections: incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange and present information across content areas (in this unit: art, poetry, short story, songs) |

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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/) | · Students will feel valued and practice respect and empathy through sharing aspects of their identities with each other  · Students will use the language in a way that enhances interpersonal skills through daily conversation in pairs and in groups |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | · Through their study of Hispanic Heritage, students will respond with respectful curiosity and empathy to the lived experience of Spanish-speaking communities in the US. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | **MA Arts Frameworks**  Music  **1.** **Perceive and analyze artistic work**. Analyze the style a musician uses and how it manifests itself in a given musical work. (F.M.R.07)  **2.** **Interpret intent and meaning in artistic work.** Identify elements from a work that connect it to a specific genre or style. (F.M.R.08)  **11.** **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify the connections between historical and cultural contexts and defining stylistic elements of multiple musical movements (e.g., Aaron Copland's quest for an American sound, or how Billie Holiday's “Strange Fruit” sparked a genre of protest songs). (F.M.Co.11)  Media Arts  **1.** **Perceive and analyze artistic work**. Analyze the style of a media artist, and how the style manifests itself in a given media artwork. (F.MA.R.07)  **2.** **Interpret intent and meaning in artistic work.** Identify artistic elements from a work that connect it to a specific genre or style. (F.MA.R.08)  **11.** **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify the connections between historical and cultural context and defining stylistic elements of multiple media artworks (e.g., shifting styles due to the birth of computer animation). (F.MA.Co.11) |

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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** | · Read an article about Hispanic Heritage and answer questions  · Interpret the poem *Canción de la exiliada* by Alicia Partnoy  · Interpretive Listening to native speakers discussing their identities (from University of Texas and Audiolingua) | | Choice of article | | ✓ Cultures  ☐ Comparisons  ✓Connections  ☐ Communities |
| **Interpersonal** | · Spontaneous role play (various scenarios re: getting to know someone) | | Choice of scenario | | ✓ Cultures  ✓Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | · Identity project (written or spoken plus visual component) | | Choice of modality (written or spoken); choice of product (essay, letter, interview, poem, song, etc.) | | ✓ Cultures  ☐ Comparisons  ☐ Connections  ✓ Communities |
| **Intercultural** | Presentational writing: How has your understanding of Hispanic communities in the United States changed based on the related articles, videos and discussions you engaged with in this unit? | |  | | ✓ Cultures  ☐ Comparisons  ☐ Connections  Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| · Use Rubrics  · Provide Choice  · Use of Diverse Resources (ie, authentic resources that represent diverse Spanish-speaking perspectives and products such as images, songs | | · Targeted Proficiency Based Rubrics | | · Rubrics  · Teacher Comments | |

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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** | * Answer written questions about characteristics, biographical data and accomplishments of latin@ and afrolatin@ scientists, artists and writers * Answer written questions about important events in the life of Frida Kahlo * Identify the basic points of video presentations of authentic Spanish speakers talking about their routines and families * Answer questions about poems on identity * Read and discuss a short story * Analyze self-portraits by Frida Kahlo | refer to “culturally relevant resources” on page 2 | ✓ Cultures  ✓Comparisons  ✓Connections  ✓Communities |
| **Interpersonal** | * Discuss in small groups or pairs your identity (family, race, religion, origin, etc.) * Role plays with various scenarios (looking for a roommate, attendance at a new school, applying for a job) * Interpretive activities can become interpersonal with discussion | refer to “culturally relevant resources” on page 2 | ✓ Cultures  ✓Comparisons  ✓ Connections  ✓Communities |
| **Presentational** | * Write an essay about *Las dos Fridas* * Write a poem about your likes, tastes and distastes * Create a work of art (poem, collage, etc.) about your identity; students can opt to share with the class and school community | refer to “culturally relevant resources” on page 2 | ✓ Cultures  ✓Comparisons  ✓Connections  ✓Communities |
| **Intercultural** | * Discuss the ways people identify themselves, the terms they use and what is most important in their self-identity * Discuss and reflect on Hispanic communities in the United States | refer to “culturally relevant resources” on page 2 | ✓ Cultures  ✓Comparisons  ☐ Connections ✓Communities |

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| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** |
| Vocabulary  · Adjectives of personality/identity  · Gentilicios of Spanish-speaking world / other adjectives of nationality as represented by students  · Vocabulary associated with Hispanic heritage  · Vocabulary with short story, poetry, music and art  Grammatical Structures  · noun/adjective agreement; noun/adjective order (description of identity and personality characteristics)  · present tense (from input and for output)  · present perfect (from input and for output to talk about personal experiences that lead to identity formation)  · reactivation of reflexive verbs (to express reactions, moods, what students identify with, how they see themselves,etc.) |

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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** | •Student choice of seat  •Develop collaborative classroom norms centered around respect and what makes for a positive learning environment for all  •Collect student feedback at least 2 per term re: instruction, assessment  •Flexible grouping  •Provide students with the vocabulary and language structures they need to explore and express their individual, family and community identities | | | | | |
| **Social Justice** | Articles about afrolatin@s in the U.S. and Latin America provide context for discussions of social justice, racism and antiracism. | | | | | |
| **Differentiation for Equity** | •Choice  •Assessments with multiple opportunities to redo/retake  •Individual help | | | | | |
| **Technology** | •Quizlet  •Spanishdictionary.com  •Schoology practice  •Google Suite Tools: docs, slides  •Youtube videos; other videos | | | | | |
| [**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 & Written 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 Nancy Marrinucci and Christopher Wood for the Massachusetts Department of Elementary and Secondary Education.