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** | How do I connect with others? | **Length of Unit** | one quarter | **Proficiency Level Target(s)** | Intermediate High |
| **Theme(s)/ Topic(s)** | Relationships | | | | |
| **Centering Student Diversity** | The class is quite homogenous but always feels very connected to this unit as juniors in high school. They want to discuss their friendships, romantic relationships and relationships with family. It is very age-appropriate as many of them are engaged socially more than academically at this age. | | | | |
| **Essential Question(s)** | Who am I and what qualities do I value in myself and in my relationships?  What do my relationships reveal about who I am? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | -Can give advice on relationships  -Can describe relationship problems and potential solutions  -Can retell a story about relationship issues  -Can ask and answer questions about relationships, friendship and romance  -Can discuss what elements of different types of relationships (friendships, romantic and family) are important to them and why  -Can discuss elements of healthy friendships, romantic relationships and family relationships. | | | | |
| **Culturally Relevant Authentic Resources** | There are many culturally relevant authentic resources in this unit. Some of them include resources about interracial relationships, religious relationships, life as a single person, and LGBTQ relationships. | | | | |
| **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) | 1 Interpretive  a. Analyze traits of multiple cultures and communities.  b. Analyze the main message or story line and some supporting details.  2 Interpersonal  b. Understand, answer, and ask a wide variety of questions across time frames.  c. Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning.  d. Provide advice or propose solutions to individual or societal issues.  e. Provide descriptions, narrations, and comparisons across time frames  3 Presentational  a. Demonstrate understanding of cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings.  b. Present information, raise awareness, and express personal preferences in culturally appropriate ways.  c. Apply authentic resources to state and support a viewpoint.  d. Produce descriptions, narrations, and comparisons across time frames  4 Intercultural  a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor.  b. Adapt language and behavior to communicate appropriately in most formal and informal settings.  c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor.  d. Demonstrate awareness of cultural diversity and bias  5 Cultures  b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities.  6. Comparisons  a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:  1. Comparing how products, practices, and perspectives reciprocally affect one another over time.  7. Connections  Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and  showing consideration for different ideas or opinions.  Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition.  8. Communities  4. Identifying challenges and strategies for growth and reflecting upon progress. |

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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/) | SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence  behavior across contexts.  ​​RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and  social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being  RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively  navigate settings with diverse individuals and groups  SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | IDENTITY  - Students will develop positive social identities based on their membership in multiple groups in society.  DIVERSITY  - Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  -Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity group  -Students will respond to diversity by building empathy, respect, understanding and connection.  JUSTICE  -Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.  ACTION  -Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.  - Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | CH.SEH.07.11- Communication  Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying)  CH.SEH.07.12- Communication  Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society)  CH.SEH.07.13-Communication  Explain the importance of communication in setting limits in a sexual relationship  CH.SEH.07.15-Peer Relationships  Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships  CH.SEH.07.16-Romantic Relationships  Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships    CH.SEH.07.17-Romantic Relationships  Describe commitment in casual and serious relationships  CH.SP.11.18- Alternatives  Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships  VANR.VHORT.4.C.06.02  Develop positive mentoring and collaborative relationships within the work environment.  VE.VEEC.2.D.01  Identify the characteristics of families.  VE.VEEC.2.D.01.01  Describe the various compositions of families.    VE.VEEC.2.D.01.02  Describe the various cultures of families.  VE.VEEC.2.D.02.01  Explain strategies that build relationships with children and their families. |

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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** | Listen to the video on relationships on how to be a good friend. | | Students are not timed on the assessment and are able to watch the video as many times as they need.  Subtitles available for students | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | You and a friend are talking about qualities that you value in relationships. Have a conversation where you discuss healthy relationships that you have and why you value them. Be sure to ask questions so that you learn about what is important to your friend. | | Students will receive the prompt and have a few minutes to gather their thoughts before they begin. | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | You are writing an article for the school newspaper on how to be a good friend to an exchange student visiting your school. Use sources provided (article and video) to discuss elements of positive relationships. | | Students are provided with a criteria for success checklist so they know what they need to do to complete the task.  Students are presented with the rubric ahead of time so they know what the expectation is.  Students may get a graphic organizer to organize their thoughts.  Students have received ample feedback so they understand what the expectation is on the presentational writing task. | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | Connect what you know about friendships to having a new exchange student in your community feel successful at making friends. | |  | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| -Discuss interracial relationships  -Students need to be aware of their own bias when forming meaningful relationships with others. | | [Proficiency based rubrics](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Scoring-Guidelines-for-World-Languages) | | -Grow and Glow  -list of options for teacher to circle for feedback:  LEVEL 4/INTERMEDIATE HIGH  -Re-read/relisten to your work  -Go on conjuguemos and practice your verb conjugations in the different tenses.  -Practice using a variety of verbs and expressions  -Add detail to your sentences by using connecting words and more information(por eso, porque, para)  Check your tenses (present/past, pc vs imp, etc.)  -Make sure your writing is structured, including an introduction sentence and a concluding sentence.  -Reference content from resources  -Use elevated transitions and structures worthy of Level 4  -Check agreement (adjectives, verb forms, singular/plural etc.)  -There are grammar structures that you use differently in the target language than in English. Always check again if you have these specific structures and make sure you are saying/writing them correctly.  -Give specific examples  -Formulate your thoughts in the Target Language | |

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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** | **Relationships with friends/peers:**  [VIDEO-](https://docs.google.com/document/d/1u-9pmIVgCQMyvdzS7hV9xNZ1wdOkxI7kwakuJepwjUU/edit?usp=sharing) el cura y el imán  [VIDEO](https://www.youtube.com/watch?v=vZq_B0jW9Ik)- ¿Cómo ser un buen amigo?  [VIDEO-](https://www.youtube.com/watch?v=V_dUhU1soRg) 10 tips para ser la mejor amiga para tu pareja  [Article-](https://www.psicologia-online.com/como-ser-un-buen-amigo-2513.html) ¿Cómo ser un buen amigo?  -[Article](https://www.ices-spain.com/2021/09/01/seis-consejos-para-tener-un-intercambio-increible-incluso-en-una-pandemia/)-Seis consejos para tener un intercambio increíble incluso en una pandemia  **Adolescent Relationships:**  [Amistades de adolescencia:](https://www.hacerfamilia.com/adolescentes/noticia-amistades-adolescentes-influyen-desarrollo-20160825084100.html)  [Problemas en las amistades:](https://www.hacerfamilia.com/adolescentes/adolescentes-amistades-problema-amistad-malas-companias-20170512112621.html)  [Relaciones con tus padres durante la adolescencia:](https://www.auca.es/la-dificil-relacion-padres-e-hijos-adolescentes/)  [Edades y etapas padres y adolescentes](https://enfamilia.aeped.es/edades-etapas/padres-adolescentes-como-mejorar-su-relacion)  **Romantic relationships:**  [Infografía](http://blog.twinshoes.es/2013/03/15/infografia-el-amor-en-la-universidad/)  - la infidelidad  [PODCAST](https://open.spotify.com/episode/1fV87FruO0BPYACSHgKdlN)  - la química del amor  [Article](https://www.hola.com/us-es/celebrities/20200605fo3beeannn/10-parejas-famosas-amor-interracial-1/)- 10 PAREJAS INTERRACIALES FAMOSAS QUE SUPERARON TODOS LOS PREJUICIOS  [VIDEO](https://www.youtube.com/watch?v=hzEd9tfpJJc)- Las primeras citas y citas a ciegas  [Article](https://www.psicologiaycrianza.com/parejas-interculturales-las-dificultades-para-la-empatia/)- Parejas interculturales: las dificultades para la empatía  [Article-](https://www.bbc.com/mundo/vert-fut-45929332) Qué dice la ciencia sobre la importancia de que te parezcas a tu pareja para que la relación tenga éxito  [Article](https://www.radionica.rocks/artes/la-ciencia-del-amor)- La ciencia del amor  [article](https://elpais.com/sociedad/2021-12-07/chile-aprueba-el-matrimonio-igualitario-tras-anos-de-espera.html)-Chile aprueba el matrimonio igualitario tras años de espera  [ACTFL interpretive tasks](https://drive.google.com/file/d/1dRjW7dIgNnXF57_wV-klrvdEknp99Qhw/view?usp=sharing) | - el cura and el imán is a video which shows friendship between two people of different religions and how they connect  -Articles about interracial couples and how they overcome stereotypes | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | -Conversation concentric circles to discuss questions about what is important to you in relationships. Can do with each of the themes within relationships (romantic, family and friendships)  -Provide students with varying situations asking what they might do in each of the following situations and/or give advice on relationship problems with each of the themes within relationships (romantic, family and friendships)  -Dear Abby style writing activity asking for help with a relationship problem  -Role play different relationship scenarios with each of the themes within relationships (romantic, family and friendships)  -use any of the interpretive resources above to ask students to discuss their reactions and connections to these sources. | -ask students to discuss and connect to sources above | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | -Use sentence starters to discuss what elements are important to you in relationships with each of the themes within relationships (romantic, family and friendships)  -Write an email to a friend about an issue that you have had with a relationship seeking help  -Write a welcome email to a student you plan to host from a Spanish speaking country | -many of these activities can be based on the culturally relevant interpretive sources from above | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | **-**[Article](https://www.psicologiaycrianza.com/parejas-interculturales-las-dificultades-para-la-empatia/)- Parejas interculturales: las dificultades para la empatía  -Ask students to compare and contrast what friendships, romantic, family relationships are like across different cultures.  -[Article](https://www.ices-spain.com/2021/09/01/seis-consejos-para-tener-un-intercambio-increible-incluso-en-una-pandemia/)-Seis consejos para tener un intercambio increíble incluso en una pandemia  -Ask students to discuss what they can do to connect with foreign exchange students in their community. | -Students are asked to discuss and evaluate different types of relationships | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| -basic vocabulary on friendships with each of the themes within relationships (romantic, family and friendships) examples- to break up with, to connect with, to divorce, to marry, to get along with, to flirt, to discuss, to share, to get stood up, to lie, to cheat on, to trust, pair, relationships, risks, adolescents, infidelity, trust, character, gossip, promise, secret, desire, upset, worried, jealous, depressed, anxious, caring, demanding separated, divorced, married, single etc)  -past tense to be able to describe issues that happened in relationships  -conditional to be able to describe what you would do in a situation.  -Phrases to give recommendations to people (It’s important, It is good, It is bad, 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** | -Discuss healthy relationships (romantic, friendships and family) amongst adolescents  -Discuss the positives of being engaged in healthy romantic relationships, friendships and family relationships  -Students read about different types of relationships  -Students will recognize the benefits of friendships, romantic relationships and family relationships.  -Students will demonstrate self-awareness as they reflect on their own relationships. | | | | | |
| **Social Justice** | -Students will interpret sources on stereotypes in religion and discuss  -Students will interpret sources on Interracial couples and discuss  -Students will interpret sources on marriage equality and discuss | | | | | |
| **Differentiation for Equity** | Interpretive texts can be [tiered](https://www.grahnforlang.com/tiering-tasks-and-text.html) and adapted to address the various interpretive proficiency levels within a classroom.  Allow students to slow down the playback speed of the listening texts in order to differentiate for students with different processing speeds.  Students are able to use as much time as they need to finish interpreting interpretive tasks.  Students also can have access to a list of sequencers, transitions words, vocab lists and connecting words as they are completing writing practices during class time | | | | | |
| **Technology** | All students in our school are provided with a computer | | | | | |
| [**Core Practices**](https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf) | Target Language Comprehensibility  x | Authentic Resources  x | Oral Interpersonal Tasks  x | Backward Design  x | Teach Grammar in Context  x | Provide Oral Feedback  x |

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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 Nicole Haghdoust and members of the Wayland High School World Language and Spanish Department for the Massachusetts Department of Elementary and Secondary Education.