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** | Water Usage in the Roman world | **Length of Unit** | 3-4 weeks/ 20 lessons | **Proficiency Level Target(s)** | novice mid |
| **Theme(s)/ Topic(s)** | The different ways that Romans used water and its impacts on the people of the region | | | | |
| **Centering Student Diversity** | Make sure to highlight evidence from around the Roman world, not just Europe. Make sure to note that the Romans and Greeks were not actually the first civilizations to have indoor plumbing. That honor seems to go to the Indus Valley civilization. http://www.world-history-education-resources.com/indus-valley-civilization/civilization-indus-valley-plumbing.html | | | | |
| **Essential Question(s)** | How did Romans use water technologically and socially and what impact did that have on different communities? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | Students will be able to discuss Roman water usage in baths, aqueducts and latrines in Latin and in English.  Students will demonstrate understanding of simpler roman inscriptions on this topic. | | | | |
| **Culturally Relevant Authentic Resources** | Graffiti from Latrines and public inscriptions concerning water usage. See [this document](https://docs.google.com/spreadsheets/d/1s1s1JXAYMdUaj3QGExy-WMQpK8CDlkQ3zT2dfiu2m14/edit?usp=sharing) rows 53-64. | | | | |
| **Additional Notes** | art historical images: https://www.britishmuseum.org/collection/object/G\_1805-0703-224 | | | | |

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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. Recognize traits of multiple cultures and communities.  ​​b. Identify some basic facts from the text.  2 Interpersonal  a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy.  4 Intercultural  a. 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.  2. Interpersonal Communication - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution  b. Understand, answer, and ask a variety of questions. (IL.2.b)  5 Cultures  a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities.  b. Recognize and identify factors that contribute to individual and cultural identities.  6 Comparisons  a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:  1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures.  2. Recognizing stereotypes and/or generalizations in their own and other cultures.  7 Connections  a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas.  b. Become lifelong learners by:  1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)  4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.8.b.4) |

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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 recognize traits of the dominant culture, their home culture and other cultures and learn how they negotiate their own identity |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | Identity  5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.  Diversity  ​​10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified  Justice  13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | Grades 6 and 7: World Geography and Ancient Civilizations I and II  Grade 7 examines the physical and political geography and ancient societies of South and East Asia, Oceania, and Europe and concludes with a study of government in Greece and Rome, which serves as a prelude to the study of civics in grade |

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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 will read a modern Latin text that includes these themes. * Students will be able to interpret some parts of a Latin inscription or graffiti that addresses this topic. | | * Due dates will be flexible. * Extra vocabulary will be supplied to students who need it. * can be entirely done in school to help students who may have responsibilities after school * exit tickets allow the teacher to know which students need differentiation | | x Cultures  x Comparisons  x Connections  x Communities |
| **Interpersonal** | * Students will be able to imagine and discuss with each other a trip to Roman baths as a Roman. | | * Anxious students may want more help in their preparation and practice of words and phases for this task. * Letting students choose partners can increase engagement, but may also leave students who don’t have friends in the class feeling left out. Some balance of the two approaches is probably best. | | x Cultures  ☐ Comparisons  x Connections  x Communities |
| **Presentational** | * Students will write about trying to find a bathroom in Pompeii. * Students will write a story extension for a story about the Cloaca Maxima in Rome | | * Due dates will be flexible. * Extra vocabulary will be supplied to students who need it. * can be entirely done in school to help students who may have responsibilities after school * exit tickets allow the teacher to know which students need differentiation | | x Cultures  x Comparisons  x Connections  ☐ Communities |
| **Intercultural** | Compare modern rules in our community around water and sewage to those of the ancient Romans. The Flint water crisis might be an excellent point of comparison. | | You may actually have students with differing levels of access to clean water, especially unhoused students. Keep that in mind as you prepare lessons. | | x Cultures  x Comparisons  x Connections  x Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| Be careful when discussing water and sewage practices that more complex systems are not treated as inherently “better” and especially be careful not to discuss other countries' sewage policies negatively. Poor water systems are almost always the result of complex structural inequalities. A discussion of those might have a place in the unit. The Flint water crisis might be a great jumping off point. | | For composition: [single point rubric](https://docs.google.com/document/d/1z0lEyds2sV-HonRTyYe3d3WqpU_wo-HdkVi6ndaJDvI/edit?usp=sharing). Point totals can be changed to reflect length of composition  For Interpersonal- hand out tokens to students for the amount of times you want them to speak in a conversation. They put one in the middle every time they contribute which helps you see which groups might need support  For interpretive reading assignments with novice level texts: [single point rubric](https://docs.google.com/document/d/1GyELTXM8E63b0qPPI2uYIZBba1oe4VEU-s8XbAQiefA/edit?usp=sharing) | | For composition: [single point rubric](https://docs.google.com/document/d/1z0lEyds2sV-HonRTyYe3d3WqpU_wo-HdkVi6ndaJDvI/edit?usp=sharing)  For interpretive reading assignments with novice level texts: [single point rubric](https://docs.google.com/document/d/1GyELTXM8E63b0qPPI2uYIZBba1oe4VEU-s8XbAQiefA/edit?usp=sharing) | |

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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 analyze [inscriptions](https://docs.google.com/document/d/1Zk4wcjGGg6T2Wu0gbuFjoDJGPF79CVUGFjuhJpayhls/edit?usp=sharing) that pertain to water and sewage, looking for the traits of the dominant culture and identifying some basic facts from the text.  Textbooks (consider scaffolding the texts):  Suburani chapter chapter 6 the story Fuga. The ending is quite violent so I would recommend using only part of the story and perhaps asking students to write their own ending.  Cambridge Latin St. 9: Baths.  Added story “[In Latrina](https://docs.google.com/presentation/d/1_8-JLDg2CxOtL1SIHIMF6R0rXB7RMADlGP1fo2R9jRk/edit?usp=sharing)” by Abbi Holt and a [simplified version](https://docs.google.com/document/d/1wIloFY6tFqE6niaGuRHq5TUcMiv0dLdMepdC1oWhxgE/edit?usp=sharing)  Magister Craft “[Roma Sordida](https://www.youtube.com/watch?v=R3RRk-a0wLM)” - pause periodically and repeat sections in similar or simpler Latin. Also search on edpuzzle for versions there.  Magister Craft “[Roman Baths](https://www.youtube.com/watch?v=HBT_PmbGADU&t=168s)” - pause periodically and repeat sections in similar or simpler Latin. Also search on edpuzzle for versions there. | See [this document](https://docs.google.com/spreadsheets/d/1s1s1JXAYMdUaj3QGExy-WMQpK8CDlkQ3zT2dfiu2m14/edit?usp=sharing) rows 53-64.  <http://www3.iath.virginia.edu/waters/rebecca.html> | x Cultures  x Comparisons  x Connections  ☐ Communities |
| **Interpersonal** | [Chatmat](https://docs.google.com/document/d/1z7haIh82pYuMHmL6zuyaUJ0Ou7x9R5510ShhnKe5xxg/edit?usp=sharing): visit to the baths: group students in groups of 2-4, give each student 5 tokens. As they say something about their trip to the baths they put a token in between them so you can see they both are participating. | see above | x Cultures  ☐ Comparisons  x Connections  ☐ Communities |
| **Presentational** | Writing “Visit to the Baths”: Using the chatmat above, have students write 10 Latin sentences about an imaginary trip they took to the baths. It might help to brainstorm other useful vocabulary on the board first. I would recommend doing this before they use the chatmat for interpersonal conversation, but don’t let them look at it when they do that activity (or it stops being interpersonal). | see above | x Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | [Non-roman early water tech](https://ngwa.onlinelibrary.wiley.com/doi/full/10.1111/gwat.12958)  [water rights](https://ostromworkshop.indiana.edu/pdf/seriespapers/2014f_c/Bannon_paper.pdf)  Has details of how Roman water use intersected with other cultures: <https://www.worldhistory.org/article/882/roman-tunnels/>  Also: <https://www.tandfonline.com/doi/full/10.1080/02508060.2013.863636> discusses how it intersects with modern colonialism in Africa  Summary of the Flint Water crisis [video](https://www.youtube.com/watch?v=NUSiLOwkrIw) and article. Note that the source does not add that this is a majority Black city. | see above | x Cultures  x Comparisons  x Connections  x Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| baths vocabulary- see chatmat above  [toilet vocab](https://docs.google.com/document/d/1cuzGLTg2B55h994kt8iuwqy3t12YbGqxzkuZr_uJPxA/edit?usp=sharing)  perfect and imperfect | | | |

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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** | Recognizing the ways that society affects the lives of people helps give students the power to change what they can while not blaming themselves for things outside of their control.  Discussing these topics gives teachers a place to provide oral guidance and feedback as students consider such big ideas. | | | | | |
| **Social Justice** | Romans were one of the first governments to regulate water usage on a large scale. This has implications that have trickled down even to us today. The cultural ways water is handled also affected the ability of different status individuals to live their lives so is clearly a justice issue.  Has details of how Roman water use intersected with other cultures: <https://www.worldhistory.org/article/882/roman-tunnels/>  Also: <https://www.tandfonline.com/doi/full/10.1080/02508060.2013.863636> discusses how it intersects with modern colonialism in Africa  ​​In the ancient eastern Mediterranean much of cultural water use was done by women including fetching water, clothes cleaning. This may be true for the Western Mediterranean, but is less well documented.  <https://www.metmuseum.org/art/collection/search/247244>  For a detailed look at the way the Vestals were expected to ritually handle water please see p. 55 of <https://partialhistorians.com/wp-content/uploads/2017/04/greenfield-p-n-2011-virgin-territory-the-vestals-and-the-transition-from-republic-to-principate.pdf>  This might be a good place to bring in modern considerations of bathroom design for accessibility to people of different abilities or social statuses. Bathroom access for both differently abled people and unhoused people is a major challenge in our society.  It also might be a place to consider the United Nations Sustainable Development Goal #6 Water and Sanitation. <https://sdgs.un.org/goals/goal6> | | | | | |
| **Differentiation for Equity** | Due dates are flexible to accommodate different student needs  All work is done in school to avoid disadvantaging students who have after school responsibilities or disabilities.  Assessments focus only on the core skill of reading comprehension to avoid disadvantaging students who don’t have good memorization recall.  formative assessments are done in a variety of ways so that students have different methods of demonstrating understanding. | | | | | |
| **Technology** | Internet access with youtube.com  edpuzzle has a number of these videos up with Latin narration and comprehension questions | | | | | |
| [**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 Abbi Holt for the Massachusetts Department of Elementary and Secondary Education.