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** | **We Are All Hercules** | **Length of Unit** | 28-30 hours/ blocks | **Proficiency Level Target(s)** | Novice Mid across all domains |
| **Theme(s)/ Topic(s)** | * Social emotional learning and reflection through Hercules’ labors, ancients’ wise words, and art. * We are not alone, and can help others by better knowing ourselves. * We are not the first, nor the last, to suffer and overcome challenges. | | | | |
| **Centering Student Diversity** | The diversity that is most remarkable for this group of students is in the area of trauma and anxiety. Students have lost direct caregivers, experience chronic medical conditions that impact their daily lives, and have situations at home that affect their performance and behavior at school. Beyond this, all are still facing a global pandemic and all of the stress that brings to them and their families. They are resilient in the midst of this, making them Herculean! | | | | |
| **Essential Question(s)** | * How do the struggles of an ancient Roman hero connect to modern problems that we all face? * What are some of the ancient Romans’ values and how are they similar to or different from mine? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | * Students can read, understand, and sometimes translate simple Latin sentences. * Students can interpret ancient coins for additional cultural information. * Students can list and describe ancient Romans’ values while reflecting on their own. * Students can make connections to art, nature, astronomy, English derivatives, and habits of today from an ancient text. * Students can interpret wise words (sententiae), categorize them with respect to Romans’ values, and reflect on them for personal growth. * Students can list the qualities of an ancient hero and compare them to those of a modern one. | | | | |
| **Culturally Relevant Authentic Resources** | * Ritchie’s Fabulae Faciles, by Geoffrey Steadman - a Latin telling of Hercules’ labors * Classical Mythology and More by Marianthe Colakis and Mary Joan Masello - an English telling of Hercules’ labors and several extension activities * Google Arts and Culture for high-quality images of coins, statues, painting, urns, and other realia from museums worldwide * [Getty Museum website](http://www.getty.edu/education/teachers/classroom_resources/curricula/ancient_art/) for lessons on ancient art interpretation and conversation * Disney’s *Encanto* and the character Luisa’s similarity to Heracles | | | | |
| **Additional Notes** | The beginning of this unit coincides with the Beijing Winter Olympics 2022 and connections could be drawn about a community’s values from their ceremonies, what makes a hero / defines strength, and much more. | | | | |

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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) | **Students can recognize how characters’ behaviors demonstrate their *pietas*, *ingenium*, and journey toward *gloria*.**   * Novice Mid - Communication - Interpretive - 1 - a: recognize traits of multiple cultures and communities.   **Students can compare how one achieves hero status across cultures.**   * Novice Mid - Linguistic Cultures - Comparisons - 6 - 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.   **Students can offer advice to peers about overcoming obstacles based on the experiences of Heracles.**   * Novice Mid - Lifelong Learning - Communities - 8 - a: apply cultural and linguistic skills to participate in the school, local, and global community by:   + 2: identifying needs and/or injustices and taking collective action to contribute to strong communities. |

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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 can switch between their perspective and that of others in order to understand the entire context of difficult life situations and best suggest paths forward.**   * SOCIAL AWARENESS: This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as: • Taking others’ perspectives • Recognizing strengths in others • Demonstrating empathy and compassion • Showing concern for the feelings of others |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | **Students can work together with peers and the ancient text to produce a modern-day guide to navigating the difficulties of being a student and a teen.**   * Diversity 9 DI.6-8.9 I know I am connected to other people and can relate to them even when we are different or when we disagree.   **Students can use the experiences of others to give advice to peers struggling with their mental health.**   * Action 20 AC.6-8.20 I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | **Students can view ancient texts as sources of inspiration and guidance for modern issues.**   * Standards for History and Social Science Practice (PS) S1. Develop focused questions or problem statements and conduct inquiries:   + Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. |

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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** | * Reading quizzes * Checks for understanding | | * Word banks * Study sheets and strategies in class * Scaffolding for in-class questions | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | * Cultural comparison writing assignments * Ancient Coin Exploration to discuss imagery across the centuries | | * Sentence starters * Choice of topic from list * Clear expectations and directions | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | * “Headlines” assignment to share cultural background information with classmates | | * Heterogeneous grouping of students when working together | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | * Wise words interpretations * Project: update Hercules’ labors to fit the difficulties of 2022 | | * Choice from list for labors to focus on * High-quality resources from which to take art representations | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| * Choice built in to assignments and quizzes for students to demonstrate their learning | | * Considering: Social Studies rubric for claim/evidence/reasoning cultural writing in English * ACTFL standards for target language interpretive reading | | * In the moment feedback for comprehension checks * Retake opportunities for quizzes and timed individual work | |

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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** | * Tiered readings of Latin text: adapted by the teacher for students’ levels * Oral Q/A supported with images and high-frequency vocabulary on slides in front of the room with which students and the teacher can interact | * Ritchie’s Fabulae Faciles, by Geoffrey Steadman | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | * Activators and summarizers based on target-language ‘wise words’ and how they are still relevant to us today: examples *ars longa, vita brevis* or *mea cupla* * Ancient coin exploration is a webquest through Google Arts and Culture where students find coins, sketch them, make claims that the imagery demonstrates the subject’s values, e.g. gloria or pietas | * Personal list of sententiae | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | * English articles about gods/goddesses, other characters, myths (that include images of coins, statues, vases, graffiti, paintings, etc.) and opportunities to practice talking about the different sides of each character, along with conversations about media/representation in the ancient world | * Google Arts and Culture website for exploring images * [NewsELA.com](http://newsela.com) * [Getty.edu](http://www.getty.edu/education/teachers/classroom_resources/curricula/ancient_art/) for introductory / background art lesson information | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | * Group guidebook to overcoming the modern Hercules’ labors of 2022 with descriptions of difficulties, strategies to overcome, wise words, and relevant art * Extension activities with word derivatives (herculean task), music, science (hercules beetle), astronomy, etc. to connect Hercules to the modern world | * Classical Mythology and More by Marianthe Colakis and Mary Joan Masello | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| **Language functions and structures**: Simple sentence structure, noun/adjective agreement, concept of singular and plural words  **Vocabulary**: starting from nothing, so words acquired through reading, keeping assessments close to [Dickinson College’s Commentary of Latin core vocabulary](https://dcc.dickinson.edu/latin-core-list1?fbclid=IwAR0CyDHM2aUEi_SHgpIvI0159ePUowFwWZoghzP0-wJlGqONvsqcYn5dh-0) and to [Haverford’s Bridge Customizable Vocabulary List tool](https://bridge.haverford.edu/select/Latin/) that keys top vocabulary usage to individual ancient texts. | | | |

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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***](https://drive.google.com/file/d/1KLppzrHn31GhexmsaOemRN2DIBmjFo5F/view?usp=sharing)***?*** | | | | | | |
| **Social and Emotional Well-Being** | * Self awareness: characteristics of a hero, Romans’ values, coin project to represent self   + class discussion, coin project, activator/summarizer reflections * Social awareness: demonstrate empathy for others when creating modern ‘survival’ guide for peers   + modern labors project * Self management: practice organized, thoughtful reflection writing   + cultural comparison writing assignments * Relationship skills: working collaboratively in a heterogeneous group of peers   + headlines assignments, student-led talks about art, modern labors project * Decision making: identify and problem solve real issues   + modern labors project, wise words reflections | | | | | |
| **Social Justice** | * Identity: making connections to home culture and that of the ancient Romans and analyzing the cause of similarities and differences * Diversity: thoughtfully connecting to another culture without judgment and using that connection to generate curious questioning * Justice: understanding ancient Romans’ beliefs and values and noticing how that influenced their heroes * Action: work with peers to make others’ feel less isolated when problem solving age-appropriate issues | | | | | |
| **Differentiation for Equity** | * Opportunities within summative assessment for student choice * Scaffolded reading and authentic text encounters * Heterogeneous peer groups for all to have opportunities to demonstrate strengths * Modeling in class, practice in-situ for summative assignments, exemplars of student work | | | | | |
| **Technology** | * Classroom has access to: internet, projector, set of class Chromebooks, the Google Suite of apps * Students will access: articles and images to enhance their own learning, Google Slides to organize their findings and share efficiently with classmates | | | | | |
| [**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 Sara Peters for the Massachusetts Department of Elementary and Secondary Education.