Massachusetts World Languages Curriculum Alignment Guide for Unit Planning

|  |
| --- |
| **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** |  | **Length of Unit** |  | **Proficiency Level Target(s)** |  |
| **Theme(s)/ Topic(s)** |  |
| **Centering Student Diversity** |  |
| **Essential Question(s)** |  |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) |  |
| **Culturally Relevant Authentic Resources** |  |
| **Additional Notes** |  |

|  |
| --- |
| **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) |  |

|  |
| --- |
| **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 Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) |  |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) |  |

|  |
| --- |
| **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** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Interpersonal** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Presentational** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Intercultural** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Avoiding Biases** | **Scoring Tools and Methods** | **Feedback Tools and Methods** |
|  |  |  |

|  |
| --- |
| **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** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Interpersonal** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Presentational** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Intercultural** |  |  | [ ]  Cultures [ ]  Comparisons[ ]  Connections [ ]  Communities |
| **Toolbox*****What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** |
|  |

|  |
| --- |
| **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** |  |
| **Social Justice** |  |
| **Differentiation for Equity** |  |
| **Technology** |  |
| [**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[ ]  |

|  |
| --- |
|  **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** |  |