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** | Unit 2 / Aenigmata Symphosii et Fabulae Phaedri | **Length of Unit** | ~ 20 50-minute classes (or shorten by doing fewer fables) | **Proficiency Level Target(s)** | Intermediate Mid (Reading)  Novice High/Int. Mid (Writing) |
| **Theme(s)/ Topic(s)** | Riddles & Fables/Latin Poetry | | | | |
| **Centering Student Diversity** | * Students currently being served by this unit: mixed-level (Honors/CP), significant number with IEPs, White/Middle Eastern/Asian * Their assets: strong class community, (for many students) academic strength, supportive families * Linguistically/culturally appropriate topics for them: fables * Resources to reflect students’ identities and experiences: fables from students’ cultures | | | | |
| **Essential Question(s)** | * What does Latin poetry sound like? * What kind of poetic artistry makes Latin poetry different from prose? * What morals do the fables of Phaedrus teach? * Do these moral lessons accord with the few biographical “facts” we have about Phaedrus’ life? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | * I can identify features of dactylic hexameter and consider its cultural context * I can infer a moral from the fable and support my opinion * I can connect the lessons in fables to what we think we know about the author’s life * I can connect the power dynamics and inequities depicted in the fables to the world around me | | | | |
| **Culturally Relevant Authentic Resources** | * **Symphosius *Aenigmata* XXXIII, XIV, XXXIV, XIX, XXIV** (Links to [student text packet](https://docs.google.com/document/d/1_uG6rjn1AzuOLHyoG5aG-3uI6VkKC6p5m6wxv4mS49k/copy) and [Google Slides](https://docs.google.com/presentation/d/1XzMXwiX1cIx6V-nO_AnXN6eO3q6L-qta1CFD5XwGHv0/copy) Note that riddles and fables in the student text packet are not in order, so that the students can’t guess the solution to the riddle from the title of the upcoming fable. The student text packet also omits the end of the fable where Phaedrus reveals the moral. Phaedrus’ moral is in the Google Slides so the class can read and discuss it after deducing the moral themselves and discussing.) * **Phaedrus *Fabellae* I.1, I.8, I.3, I.13, I.4** * Possibly: Nasreddin Chogia: Fabellae (novella of Turkish fables from a later time period) * Students may bring in fables from their own cultures/childhoods (connect back to Latin standards via summary statements after student presents) | | | | |
| **Additional Notes** | Additional resources   * Laura Gibbs’ fables [website](http://latinviafables.blogspot.com/) * Art connections: [Getty Museum](http://www.getty.edu/education/teachers/classroom_resources/curricula/ancient_art/) and [Google Arts and Culture](https://artsandculture.google.com) * Oerberg, *Sermones Romani* has prose versions of a couple of fables * [Aesop’s Fables by Avianus](http://aesopus.pbworks.com/w/page/1471562/avianus?fbclid=IwAR3D2ot7ZbKV-mDKPnCl0tEzbEGmDUSJPD6sk2Pt6BZ3ZL5zTNYnvj4E-ts) | | | | |

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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) | * I can read a riddle (in Latin) and propose a solution and explain it (in English) (*IM.3.c: state a viewpoint and provide reasons to support it*) * I can compare/contrast fables I’ve read previously (*IM.6.a.1: make comparisons between products…and perspectives*) * I can appreciate the poetic artistry in Phaedrus fables that I’ve read previously (*IM.1.b: understand the main idea and some supporting details*) * I can sight read and understand a prose word order version of a fable, deduce its moral, and compare its moral to other fables we’ve read. (*IM.7.b: understand…diverse perspectives and distinctive viewpoints from authentic age-appropriate materials*) * I can write an original short fable in the past tense (Hon: using some advanced constructions) (*IM.3.a: demonstrate…understanding of relevant topics*) |

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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/) | * Social Awareness: Identify diverse social norms, including unjust ones |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | * Identity: 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: 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. * Justice: 11. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination) * Action: 17. 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) | (ELA) W.11-12.3.e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  (Social Studies) RCA-H.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  (Art) F.V.Co.11: Relate artistic ideas and works to societal, cultural and historical contexts to depend understanding |

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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** | * Sight read a riddle (in Latin) and propose and explain a solution (answer in English). (IM.1.b) * Sight read a prose word order version of a fable we haven’t read before (IM.1.b) * [Honors Unit Exam](https://docs.google.com/document/d/10r_Dz713JPfcZYyl_luriQYbzzbSO65_gjLf8Ss5q7M/copy) [CP Unit Exam](https://docs.google.com/document/d/1Pd_7dM_P8sWq2fSis30hoqRrYeki124-6xZ3ccoTsNA/copy) | | CP: Tiered reading  Hon: Unadapted text  (some crossover as appropriate)  Accommodated: According to IEP | | ✅ Cultures  ✅ Comparisons  ✅ Connections  ☐ Communities |
| **Interpersonal** | *not formally assessed* | |  | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | * Using a vocabulary word bank and prompted by images, students will write complete sentence answers to *Cur?* (why) and *Quomodo?* (how) questions using gerunds. (IM.3.a) * Students will write an original fable in Latin (IM.3.b) | | Less proficient students can write in present tense; most students will write in past tense. Honors students will incorporate at least one advanced construction. | | ✅ Cultures  ✅ Comparisons  ✅ Connections  ✅ Communities |
| **Intercultural** | * Write an open response (in English) comparing the morals of two fables we have read, with citations from the Latin text. (IM.4.a) | |  | | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| Questions use English vocabulary that is grade-level appropriate and accessible to English language learners. Encourage students to ask about any questions they don’t understand. | | Rubrics for sentences and fable (presentational) and comparison response (intercultural) | | Peer review and/or rewrites as time allows and need arises | |

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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** | * Learning essential new vocab (“bolded vocab”). There are links to English-Latin quizlets in the text packet. * As a class, create a quizlet with Latin definitions (synonyms, antonyms, periphrases) * Example of vocab [Do Now](https://docs.google.com/document/d/1hkWQ54Jf42uUQKvrjNvcn7CdC3SlxK5xzVEYQKfMX28/copy) * In groups, [create a vocab crossword puzzle](https://docs.google.com/document/d/1xmi6Y44j04pf7DeLcXjFIkeUhsWiAWeMFpmFUsEHYkE/copy) with Latin clues (this also gives ss an opportunity to practice their writing * Reading and discussing pairs of readings (in Latin or in English, but ideally at least some discussion in Latin using gerunds). Each text pair consists of an animal riddle and a fable involving the same animal. * Pear Deck for the [First Riddle/Fable Pair](https://docs.google.com/presentation/d/1wfNmgP-keE_C5IBxxbkGsbVV9ZsSVaZd1Sz94AM9nS4/copy) * Introduce some [poetic effects](https://docs.google.com/document/d/1MYIi7VaW9sA0iGVPnrMo71vj7uSnB5ieR7XkYt_EdSE/copy) and discuss as a class how they enhance the poems | Text packet for students  Slides for teacher to project with text and other info (link to text packet and slides to come) | ✅ Cultures  ✅ Comparisons  ✅ Connections  ✅ Communities |
| **Interpersonal** | * Teacher/Student questioning/answering about the text (in Latin) and discussing (in Latin) images relating to the fables. |  | ✅ Cultures  ✅ Comparisons  ✅ Connections  ✅ Communities |
| **Presentational** | * Students write questions (in Latin) for Gimkit or Kahoot (they submit via [Google Form](https://docs.google.com/forms/d/1F8cnM6rQO16KDkUugyKF1TdChq23L26YMwzK-FzrKSM/copy), the GF spreadsheet can be uploaded to Gimkit or downloaded as an Excel file for Kahoot). Then the class plays the game (which is all in Latin). * Students summarize in Latin a previous fable (scaffolded with a word bank, if necessary) or write a simple version with a different ending. |  | ☐ Cultures  ☐ Comparisons  ☐ Connections  ✅ Communities |
| **Intercultural** | * Students bring examples of fables from their cultures, or stories they remember from childhood. The class reads these and compares/contrasts them to the fables. As part of the discussion, the students and teacher co-construct a simple summary/re-telling of the fable/story in Latin (teacher provides a picture dictionary/word bank on the board to start the process). |  | ✅ Cultures  ✅ Comparisons  ✅ Connections  ✅ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| Supporting Functions   * Discuss characters’ motivation (purpose) and infer emotions from embellishing details about their actions (e. g. interficit corripiendo et lacerando, i.e. saevissime) * [CI reading](https://docs.google.com/presentation/d/18V61qnDdqLuVfaL--2Wg3te-w-37yZla2twl08tSyPA/copy) for teaching gerunds * [Gerunds in Ablative and Accusative](https://docs.google.com/document/d/1zM9MM7nSMac4kxHQdtr8xforloIEoq7GwFg4q2jGYNM/copy) * Prioritized vocabulary lists in texts and links to Quizlets | | | |

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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** | * Introductory Activity: Si animal essem… Ask students to think about what animal would best represent them and why (the why can be in English). Share in small groups. (Make a set of slides with student names, for HW, each student fills out the Latin text after looking up the name of their animal, and thinks about what they want to share about how that animal relates to their identity/personality. * Perspective taking: Throughout the unit, encourage the students to infer the emotions the characters might be feeling. | | | | | |
| **Social Justice** | Students reflect on power structure exemplified in fables. Which characters have the power to affect the outcome, and which don’t? Do we think the fable’s message is aimed at those in power, or those who are subject to that power? Can we think of similar examples in our contemporary society? | | | | | |
| **Differentiation for Equity** | Summary introduction in Latin for each fable (so that students could see an outline of the plot in simple Latin using the target vocab, and a prose word-order version of each fable. In the student text packet, gray out text that more advanced students may find interesting, but is not necessary. | | | | | |
| **Technology** | Computer and projector in the classroom, students have Chromebooks. Subscriptions to Gimkit and PearDeck. | | | | | |
| [**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 Maureen Haviland and Kelly Henry for the Massachusetts Department of Elementary and Secondary Education.