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 8 Los carros y el medio ambiente | **Length of Unit** | 1 month/ approximately 15 school days | **Proficiency Level Target(s)** | Intermediate Low to Intermediate Mid |
| **Theme(s)/ Topic(s)** | * Dream cars * Car pollution and the environment * Access to cars/ cars in Cuba | | | | |
| **Centering Student Diversity** | These classes are composed of both junior and sophomore students, as well as 4 heritage Spanish speakers. These heritage speakers have a greater depth of understanding of the language, though most do not speak it at home. Sophomores in the class may not have the depth of knowledge around cars, or may not have thought about their dream cars as many still do not have a driver's permit or license. At this point in the year, most juniors do have their driver’s licenses and will enjoy talking about their experiences on the road. | | | | |
| **Essential Question(s)** | What impact do cars have on the environment?  How do different countries address car pollution?  How does driving and use of cars differ between the US and Spanish Speaking countries?  What would my dream car be? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | * I can describe what the car of my dreams would be like * I can describe how cars contribute to air pollution and suggest possible solutions * I can present information on how students can effect change to improve the environment * I can write a respectful letter to a state legislator stating my viewpoint and giving reasons to support it. * I can understand the main idea and supporting details on various non-fiction texts relating to cars and air pollution | | | | |
| **Culturally Relevant Authentic Resources** | * Infographic[: Advantages of hybrid cars](https://avicars.app/post/?p=MTUxNTE1TktRZQ==) * [La Mayor Revolución Automovilística](https://www.youtube.com/watch?v=jX0wqUudgw4) * [Cebra, el proyecto que apuesta por las normas viales en Bolivia](https://www.youtube.com/watch?v=qsJu6tcMvXw&feature=youtu.be) * [¿Cuáles son las causas del smog?](https://www.pinterest.es/pin/537195061776068482/) * Infographic: *Día mundial sin automóvil*   Source: Notimex, World Carfree Network   * <https://www.transporte.mx/hoy-no-circula-nuevo/> * <https://news.un.org/es/story/2021/09/1496382> * <https://news.un.org/es/story/2021/10/1498452> * #cubancars on Instagram * <https://audio-lingua.eu/spip.php?article2931> * [El carro de sus sueños Toyota](https://www.youtube.com/watch?v=itmj8UlWCw8) | | | | |
| **Additional Notes** | This unit was created based on the Así Se Dice 2 textbook, however, it differs greatly from the content of the chapter and is taught with an eye towards proficiency in the topic of cars and the environment rather than the language functions and structures emphasized in the textbook. | | | | |

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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) | **Communication Standards**  **1. Interpretive Communication**  **a.** Understand traits of multiple cultures and communities (IM.1.a)  **b.** Understand the main idea and some supporting details (IM.1.b)  **2. Interpersonal Communication**  **c.** Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning (IM.2.c)  **d.** Provide basic advice on individual or societal issues (IM.2.d)  **3. Presentational Communication**  **a.** Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)  **c.** State a viewpoint and provide reasons to support it. (IM.3.c)  **4. Intercultural Communication**  **b.** Use appropriate learned gestures and behaviors (IM.4.b)  **c.** Avoid major social blunders. (IM.4.c)  **Cultures Standards**  **5. Cultures**  **a.** Analyze products and practices to help understand perspectives within the diverse cultures of the target-language community (IM.5.a)  **c.** Investigate, explain, and reflect on the similarities and differences of cultures over time. (IM.5.c)  **6. Comparisons**  **a.** Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by making comparisons between products, practices, and perspectives (IM.6.a.1)  **7. Connections**  **a.** Incorporate age-appropriate, interdisciplinary vocabulary to exchange and present information from across content areas  **8. Communities**  **a.** Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities (IM.8.a.2) |

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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/) | RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and  social interactions across diverse situations.   * Learning to make a reasoned judgment after analyzing information   SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.  -Recognizing strengths in others  SELF-AWARENESS: The abilities to understand one’s own emotions, thought and values and how they influence behavior across contexts  -Identifying personal, cultural, and linguistic assets  -Linking feelings, values, and thoughts |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | JUSTICE 12  - I can recognize, describe and distinguish unfairness and injustice at different levels of society (JU.9-12.12)  ACTION 17  -I take responsibility for standing up to exclusion, prejudice and injustice (AC.9-12.17)  DIVERSITY 9  - I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. (DI.9-12.8) |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | BIOLOGY | ECOSYSTEMS: INTERACTIONS, ENERGY AND DYNAMICS  HS.LS.2.7 Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.\* Clarification Statement: Examples of solutions can include captive breeding programs, habitat restoration, pollution mitigation, energy conservation, and ecotourism.  SPEAKING AND LISTENING | PRESENTATION OF KNOWLEDGE AND IDEAS  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks  SL.11-12.5 Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

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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 read [*Dia sin coche en Valencia: transporte gratis y la promoción de la bici*](https://valenciasecreta.com/dia-sin-coche-en-valencia-transporte-gratis-rutas-en-bici-y-tributo-a-queen/) and answer questions on keywords, supporting details, inferences, and cultural comparisons. Graded on the ACTFL Interpretive rubric.  Text may need to be adapted to the student level.  In the inference and cultural comparison questions, students will be asked to analyze the products, practices and perspectives in Valencia, Spain, as well as compare the products, practices, and perspectives to their own culture.  Students listen to [*Tomás: Buenos Aires ciudad contaminada*](https://audio-lingua.eu/spip.php?article7020) from minute 1:10 to the end where he discusses how cars contribute to air and noise contamination in Buenos Aires. Students then answer questions in English related to the main idea and supporting details of the text. | | Students who require differentiation for a listening text may receive a cloze version of the transcript to fill in while they listen the first time. Then students listen a second time to answer the questions using the filled-in transcript as a scaffold.  Students who require differentiation for the reading may get a version of the text at a lower tier level or a version with some keywords that may be difficult to decipher with the context clues provided for them. | | X Cultures  X Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | Write a letter to Massachusetts Congressman Seth Moulton about how to improve air pollution in Massachusetts, and explain how CDMX, Madrid and Valencia have handled the issue. Politely give suggestions based on what you have learned from other countries about what we could do in Massachusetts to reduce air contamination from cars.  This portion of the assessment addresses the communities standard as students are required to identify needs in their own community and design action they could take to contribute to a strong community. It also addresses the connections standards as students will use vocabulary related to environmental science to exchange and present information related to environmental science standards. Finally, in explaining how Mexico and Spain have addressed issues of air pollution caused by cars, students will be comparing the product, practice, and perspective between those cultures and their own, which addresses the comparisons standards. | | Students who require differentiation with writing will benefit from a graphic organizer to help them organize their thoughts before writing, and also a checklist to ensure they cover all aspects of the prompt. Those with memory processing issues may benefit from a word bank containing words to use to avoid social blunders and use language appropriate for addressing a state congressman. | | ☐ Cultures  X Comparisons  X Connections  X Communities |
| **Presentational** | You have learned so much about cars contributing to air pollution, and clean environments as a human right, and you feel the need to share what you have learned with your peers. Especially since most of your peers are getting their license soon and will want to drive everywhere! You decide to create an awareness campaign that you will share over the morning announcements. Create a 1-2 minute spoken announcement about what students could do to reduce air pollution and how students can have an impact our their own community.  This portion of the assessment addresses the communities standards as students are designing and taking collective action with their peers to reduce air pollution. It also addresses the connections standards as students will use vocabulary related to environmental science to exchange and present information related to environmental science standards. | | Even those students who don’t have a car or driver’s license are able to say what others can do to reduce air pollution.  Students requiring differentiation may need some writing space to plan out what they would like to say prior to beginning the spoken portion. This opportunity should be provided to all students with the understanding that not all students will need to use it.  Students requiring differentiation may also benefit from a list of connecting words and transition words to help them reach the intermediate mid requirement of connected sentences. | | ☐ Cultures  ☐ Comparisons  X Connections  X Communities |
| **Intercultural** | The intercultural communication standards are addressed in the interpersonal communication portion of this summative assessment. Students will have to ensure that they are using the correct register and correct salutations when addressing a state congressman. Additionally, they will have to be sure to use the correct language structures for courtesy when they are giving suggestions. In this manner, they will be demonstrating their ability to avoid major social blunders and appropriate language considering the audience. | |  | | ☐ Cultures  X Comparisons  X Connections  X Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| Students will need to be aware of their own biases towards other cultures as they recognize the strengths in how these communities have handled the problems of air pollution.  Teachers will be cognizant to present material with an eye toward celebrating other cultures and avoiding stereotypes. | | ACTFL intermediate learner rubrics from [Implementing Integrated Performance Assessments](https://my.actfl.org/portal/ItemDetail?iProductCode=IMP-IPA) by Bonnie Adair-Hauck, Eileen Glisan, and Francis Troyan. | | [Leslie Grahn’s](https://www.grahnforlang.com/assessment-in-world-languages.html) Feedback on Writing Performance, Feedback on Speaking Performance, and Feedback on Listening and Reading Performance tools.  The teacher provides students with written feedback focused on text type and proficiency level rather than focusing on grammar and language structures.  [Glow and Grow Rubric Comments](https://docs.google.com/document/d/1a16kLxEzxJxHqe3LLmg02kC0CoJRkpFxvgf4Je7ydZc/edit?usp=sharing) from Mike Travers | |

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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 understand the main idea and some supporting details on an infographic on the advantages of hybrid cars. Students then use this information to add to their description of their dream car (would they like a hybrid car, why or why not). (IM.1.a, IM.3.c)  Students watch the video *La mayor revolución automovilística*. Then they will be able to consider if their dream car would contain some of the technology that may be available in the future. (IM.1.a, IM.3.c)  Another video for input prior to an interpersonal conversation on dream cars and what cars of the future might be like.  Video on project zebra in La Paz, Bolivia to inform citizens about road safety and traffic problems in La Paz. The philosophy of the project is “Para educar es necesario querer”. Students complete interpretive activities helping them to understand traits of multiple cultures and communities (IM.1.a, Social Awareness, DI.9-12.8)  Comic “¿Cuáles son las causas del smog?”. Read together as a class and discuss amongst students in small groups using the target language.  Teacher presentation on how cars contribute to air pollution and how this affects global warming.  Students read various articles for the main idea and supporting details on what Mexico City is doing to reduce smog and air pollution. Complete interpretive activities as well as a class discussion helping students to understand traits of multiple cultures and communities. (IM.1.a, Social Awareness, DI.9-12.8)  Cultural reading from Así Se Dice 2 textbook called *Tráfico y más tráfico*. This reading describes one solution to air pollution and encourages the use of buses. Students read, analyze, and express their opinions. The article is also used later in the unit to compare products, practices, and perspectives in regards to car maintenance and use. (IM.1.a, IM.3.c, Social Awareness)  *Hoy no circula Ciudad de México 2022.* This article is used in conjunction with the textbook reading to explain the rule of which cars are allowed to be driven in Mexico City on which days. The article is read as a class with teacher assistance and scaffolding. Students then think of how this would impact their lives if they weren’t able to drive on certain days. A table here also explains which cars get each hologram sticker. (IM.1.a, Social Awareness, DI.9-12.8) <https://www.hoy-no-circula.com.mx/>  *Respirar aire contaminado causa cerca de siete millones de muertes prematuras al año*. Article or task will need to be altered to be accessible to the intermediate level. Students read for the main idea and some supporting details, then analyze information to understand the harm of air pollution on a deeper level. (JU.9-12.12, DI.9-12.8)  *El derecho a un medio ambiente limpio y saludable: 6 cosas que debes saber*. Article or task will need to be altered to be accessible to the intermediate level. Students read for the main idea and some supporting details. Then as a class discuss the unfairness and injustices at different levels of society in the context of the article. (JU.9-12.12, DI.9-12.8)  Short narration from Así Se Dice 2 textbook on *El día sin coches* in Madrid. (IM.1.a, Social Awareness, DI.9-12.8)  This video is in English, but it provides background information for why there are classic American cars in Cuba. Also helps students be able to compare products, practices, and perspectives in regards to car maintenance and use in their own and other cultures. (IM.5.a, IM.6.a.1, DI.9-12.8)  Students scroll through the pictures on #cubancars on Instagram and read some of the captions of pictures that catch their attention ¿Qué atrae tu atención sobre los carros en Cuba? ¿Qué tipos de carros son? ¿De dónde son los carros que ves? (IM.5.a, IM.6.a.1, DI.9-12.8)  Students re-read cultural reading from the Así Se Dice 2 textbook called *Tráfico y más tráfico*. This time their focus is on why it can be difficult to own your own car in Latin America. (IM.1.a, IM.6.a.1, IM.5.a, DI.9-12.8) | Infographic[: Advantages of hybrid cars](https://avicars.app/post/?p=MTUxNTE1TktRZQ==)  [La Mayor Revolución Automovilística](https://www.youtube.com/watch?v=jX0wqUudgw4)  [El carro de tus sueños Toyota - (Concurso Colombia)](https://www.youtube.com/watch?v=itmj8UlWCw8)  [Cebra, el proyecto que apuesta por las normas viales en Bolivia](https://www.youtube.com/watch?v=qsJu6tcMvXw&feature=youtu.be)  <https://www.pinterest.es/pin/537195061776068482/>  *¿Objetivo? ¡Cuidar la tierra!* Source: ¿Qué Tal? Magazine, April-May 2017 issue  Infographic: *Día mundial sin automóvil*  Source: Notimex, World Carfree Network  <https://www.transporte.mx/hoy-no-circula-nuevo/>  <https://news.un.org/es/story/2021/09/1496382>  <https://news.un.org/es/story/2021/10/1498452>  [Why Cuba’s streets are filled with classic cars](https://www.youtube.com/watch?v=iYaLuWMRj0U)  #Cubancars on Instagram | X Cultures  X Comparisons  X Connections  X Communities |
| **Interpersonal** | First students listen to a speaker from Mexico talk about the car he would like to buy. Then students describe to each other and compare what the car of their dreams would look like/ be like. They will practice initiating, maintaining, and ending conversations with classmates (IM.2.c)  Students participate in a jigsaw activity where they read or listen two one of the sources provided in the Así Se Dice 2 Pre-AP resources about the environment and then teach their group mates what they learned in their source using the target language. (IM.2.c, IM.7.a)  After looking at the #cubancars pictures on Instagram, students hypothesize on why there might be so many classic American cars in Cuba. (IM.2.c, IM.6.a, DI.9-12.8)  As a class, write an email to el Secretaría del Medio Ambiente de CDMX asking for some advice on how to change the impact of cars on our community based on their experience. The class will send the email to [atencionciudadana@sedema.cdmx.gob.mx](mailto:atencionciudadana@sedema.cdmx.gob.mx) to see if they will respond back. We could then incorporate the ideas into their own poster presentations later in the unit.  Consider your own opinion and possible bias about car ownership and the need for cars. Compare it to the perspective of those living in Cuba or Mexico City. Then write a letter to the governments of Latin America. Express your opinion about access to cars in Latin America. Give suggestions of what could be done to improve the situation (either more ways to continue the current situation or ways to improve access to cars). This activity will be practice for the summative assessment at the end of the unit. The teacher provides feedback related to intercultural and interpersonal communication and cultural comparisons to improve student performance on the summative assessment. (IM.6.a, IM.2.d, IM.4.b, IM.4.c, Responsible Decision Making, Self-Awareness)  Students participate in a round-table discussion on their own use of cars and their perspective on cars compared to the perspectives of those in the Spanish-speaking countries they have discussed in this unit. (IM.2.c, IM.5.c, IM.5.a, IM.6.a, Self-Awareness, DI.9-12.8) | <https://audio-lingua.eu/spip.php?article2931>  #Cubancars on Instagram | X Cultures  X Comparisons  X Connections  ☐ Communities |
| **Presentational** | Students read 2 sources, one called *La ecología*, the other called *Campañas ecológicas* and listen to a third source called *Las fuentes de la contaminación del aire* and write an essay answering the following questions: What are the effects of air pollution? What can be implemented to combat this situation? Source: Así Se Dice 2 pre-AP resources. (IM.3.a, IM.1.a, IM.1.b)  Guided free write: ¿Qué podrías hacer diferentemente para reducir la contaminación del aire? (IM.3.a, IM.3.c, Self-Awareness)  Students create an infographic titled: Cómo nuestra clase podría reducir la contaminación del aire. At the bottom of the infographic, they will write using short paragraphs and will practice stating a viewpoint and providing reasons to support it. They will also demonstrate awareness of their own environmental impact and air pollution in general. (IM.3.a, IM.7.a, IM.8.a.2, Self-Awareness) |  | ☐ Cultures  ☐ Comparisons  X Connections  X Communities |
| **Intercultural** | Consider your own opinion and possible bias about car ownership and the need for cars. Compare it to the perspective of those living in Cuba or Mexico City. Then write a letter to the governments of Latin America. Express your opinion about access to cars in Latin America. Give suggestions of what could be done to improve the situation (either more ways to continue the current situation or ways to improve access to cars). This activity will be practice for the summative assessment at the end of the unit. The teacher provides feedback related to intercultural and interpersonal communication and cultural comparisons to improve student performance on the summative assessment. (IM.6.a, IM.2.d, IM.4.b, IM.4.c, Responsible Decision Making, Self-Awareness)  Students reflect on the similarities and differences between the day without cars in Mexico City and Madrid and the US gas shortage of the 1970s. (IM.5.c) |  | X Cultures  ☐ Comparisons  X Connections  X Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| Grammar:   * The conditional to express hypotheticals and to be courteous * Vocabulary on types of cars and parts of cars such as el techo, las puertas, el capó, las llantas, las luces, etc. * Vocabulary on air pollution and the environment such as contaminar, la contaminación del aire, proteger, emisiones de gases, calentamiento global, producir, controlar, quemar combustibles, dióxido de carbono, clavar una multa, 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** | Students read about different countries’ approaches to the problem of car pollution in Spanish-speaking countries. They then analyze that information to make a reasoned judgment and present that judgment/ point of view with respect in a letter to a government official.  Students will recognize the strengths in other communities and cultures as we discuss the day without cars and other solutions to the problem of air pollution.  Students will demonstrate self-awareness as they look at their own perspectives and practices related to car maintenance, access to cars, and car usage in their own culture. | | | | | |
| **Social Justice** | Students will read an article and discuss the UN resolution that a clean environment is a human right. The discussion will center around helping them to recognize, describe and distinguish unfairness and injustice.  Students will demonstrate an open curiosity about the history and lived experiences of others that lead to various solutions to the problem of air pollution in Spanish-speaking countries. | | | | | |
| **Differentiation for Equity** | Teachers should print out a series of pictures from Instagram #cubancars so that students without access to Instagram can still participate.  Interpretive texts can be tiered 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 also can have access to a list of sequencers, transitions words, and connecting words as they are completing writing practices during class time in order to help them meet or exceed the target proficiency level.  When students are conducting a class discussion around a cultural topic, provide students with a reference sheet with cultural information so they are able to focus their efforts on beginning and maintaining the conversation rather than recalling facts.  All key learning activities can be done during the school day to help students who may have responsibilities after school.  For a classroom with students with disabilities, provide vocabulary and photo examples so they can talk about how their dream car would accommodate their disability. This could turn into a class discussion where the whole class works to solve the transportation technology problems facing this student. | | | | | |
| **Technology** | Students will require a device on which they can read the various articles and watch the videos on YouTube. Students and/ or the teacher will need an Instagram account in order to view the pictures under #cubancars. A program to create the poster will also be beneficial, though teachers could use physical materials rather than digital. Finally, to do the summative assessment, students will need technology for recording a spoken response and listening to a spoken text. | | | | | |
| [**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 Beth Beauchesne of Tewksbury Public Schools for the Massachusetts Department of Elementary and Secondary Education