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** | Healthy Living | **Length of Unit** | 6-8 weeks | **Proficiency Level Target(s)** | Intermediate Low |
| **Theme(s)/ Topic(s)** | Living a healthy lifestyle | | | | |
| **Centering Student Diversity** | Diverse perspectives on healthy lifestyle should be represented  Students can share what healthy living looks like in their own culture | | | | |
| **Essential Question(s)** | What is the importance of healthy living?  How does economic status, geography, and personal characteristics influence lifestyle choices? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | **Interpretive**  **I can:**   * identify the main idea in short, simple messages and presentations on familiar topics. * identify the main idea of simple conversations that I overhear. * identify the main idea of short and simple texts when the topic is familiar. * I can identify the main idea and key details in an advertisement for a fitness program. * I can identify the main idea and key details in an advertisement on nutrition. * I can identify the main idea and key details in videos on fitness and nutrition * I can identify the main idea and key details in information on health brochures.   **Interpersonal**  **I can:**   * participate in conversations on a number of familiar topics using simple sentences. * participate in short social interactions in everyday situations by asking and answering simple questions. * I can talk with someone about sports, fitness, and nutrition. * I can ask and answer questions related to sports, fitness, and nutrition.   **Presentational**  **I can:**   * present information on most familiar topics using a series of simple sentences. * write briefly about most familiar topics and present information using a series of simple sentences * I can describe some typical sports. * I can describe some championship events. * I can talk about healthy foods. * I can describe how to get in shape. * I can write about sports, fitness, and nutrition. | | | | |
| **Culturally Relevant Authentic Resources** | “[Empezar una vida sana](https://docs.google.com/document/d/1dTdB48sRnJRE5EAhZtHYs8J_ulbjpWpI4Y_BXTpQTOs/edit?usp=sharing)” Infographic  “[Tips de Christiano Ronaldo](https://docs.google.com/document/d/10LZd9Im9XN6A3RHHQe4y9EJhK2T11jDYDUKiPMCFJY0/edit?usp=sharing)” Interview - (Summative IPA)  “La Dieta Mediterranea”[Infographic](https://genial.guru/creacion-recetas/dieta-mediterranea-en-que-consiste-y-sus-beneficios-para-la-salud-716210/) example  “Desiertos alimentarios” [infographic / article](https://www.bbc.com/mundo/noticias-56781149)  “[Tips para combatir la ansiedad](https://twitter.com/Imanara_ETT/status/1322123717485408256)”  Social media posts on Instagram / Twitter (#vidasana #cuerpoymente #comersano #enforma) | | | | |
| **Additional Notes** |  | | | | |

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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 -** In *texts and conversations on topics that relate to students and their immediate environment,* relying upon understanding of *simple sentences,* supported by *repetition and plain language,* students:   1. Understand traits of multiple cultures and communities. (IL.1.a) 2. **Understand the main idea and related information**. (IL.1.b)   **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,* in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand,* students:   1. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a) 2. Understand, answer, and ask a variety of questions. (IL.2.b) 3. **Initiate, maintain, and end conversations** by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)   **3. Presentational Communication -** In *presentations on topics that relate to students and their immediate environment in a variety of settings,*creating *unconnected simple sentences*, sometimes relying upon *clarification and circumlocution,* in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand,* students:   1. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a) 2. Present information, **raise awareness**, and express personal preferences in culturally appropriate ways. (IL.3.b) 3. **Explain** their own authentic thoughts in culturally appropriate ways. (IL.3.c)   **4. Intercultural Communication -** In *interactions in a variety of settings,* creating *unconnected simple sentences*, sometimes relying upon *repetition,**clarification, and circumlocution,* in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand,* students:   1. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understandingand curiosityof a target-language culture and respect towards diversity**.** (IL.4.a) 2. Use appropriate learned gestures and behaviors. (IL.4.b) 3. Avoid major social blunders. (IL.4.c)  Linguistic Cultures Standards **5. Cultures -** In *a variety of settings,* using *the target language exclusively or almost exclusively,* with *appropriate linguistic scaffolding*, students minimally but consistently:   1. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a) 2. Investigate, explain, and reflect on how culture affects identity. (IL.5.b) 3. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)   **6. Comparisons -** In *a variety of settings,*using *the target language exclusively or almost exclusively,* with *appropriate linguistic scaffolding*, students minimally but consistently:   1. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:    1. Making comparisons between products, practices, and perspectives. (IL.6.a.1)    2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2) 2. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:    1. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)    2. Making comparisons of basic language forms. (IL.6.b.2)  Lifelong Learning Standards **7. Connections -** In *a variety of settings,* using *the target language exclusively or almost exclusively,* with *appropriate linguistic scaffolding*, students minimally but consistently:   1. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a) 2. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.7.b)   **8. Communities -** In *a variety of settings,* using *the target language to the greatest appropriate extent for the community-based situation,* with *appropriate linguistic scaffolding*, students minimally but consistently:   1. Apply cultural and linguistic skills to participate in the school, local, and global community by:    1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)    2. Identifying needs and/or injustices and designingand taking collective action to contribute to strong communities. (IL.8.a.2) 2. Become lifelong learners by:    1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)    2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)    3. Explaining language education requirements for careers of interest. (IL.8.b.3)    4. Setting goals for growth in these areas and reflecting upon progress. (IL.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/) | * **Responsible Decision Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. * **Self-Management:** The ability to manage one's emotions, thoughts and behaviors effectively in different situations and across contexts to achieve goals and aspirations. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | **Diversity Anchor Standard:**  7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.  **Justice Anchor Standard:**  11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | **Physical Activity and Fitness**  **CH.PH.02.24:** Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans  **Nutrition**  CH.PH.03.14: Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.  **Mental Health**  CH.SEH.05.11: Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress |

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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** | [Interpretive IPA -Tips de Cristiano Ronaldo](https://docs.google.com/document/d/10LZd9Im9XN6A3RHHQe4y9EJhK2T11jDYDUKiPMCFJY0/edit?usp=sharing) - Read tips from Cristiano Ronaldo about staying healthy  [Interpretive Reading Rubric](https://drive.google.com/file/d/17fRrWGFg3YPi6lAG_pZNDWJ5QqxjddHR/view?usp=sharing) | | Questions are in English and Spanish to make accessible to non-native and heritage learners | | ✓ Cultures  ✓ Comparisons  ✓ Connections  ☐ Communities |
| **Interpersonal** | [**Interpersonal IPA**](https://docs.google.com/document/d/1K5VWjOyg9cktSGeipLfhP9VYAwE3AJpUWS-aH0fGUrk/edit?usp=sharing)**-** You are meeting w/ a personal trainer (recycle getting-to-know-you vocab). Students will have a sheet containing images of health issues and health goals that they want to work on with the personal trainer. ex. want to be muscular, want to lose weight, etc. Each partner should get the same sheet of pictures to assist them. After conversation 1, students switch roles and get sheets for conversation 2 to record again.  [Rubric](https://docs.google.com/document/d/1pCHEFlf1pNdLzifjxmCAdIc_m5pS46lw1iVNYtXzdcs/edit?usp=sharing) | | Pictures to aid conversation  Word bank with sentence starters | | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Presentational** | [**Presentational IPA**](https://docs.google.com/document/d/1mVH5LOgB3qUt3-aTEduhPDEcZdjqXNcitsgBaauiZ20/edit?usp=sharing) **- *People en Español / Paris Match*** has decided to feature you as one of their most influential celebrities of 2022. For the spread they have asked fans to send in questions and have compiled the most common ones. They have posted them on their blog for you to answer! These fans are crazy about you! Make sure you provide them with thorough details to satisfy their interest in you. You should be prepared to answer questions ranging from some getting to know you information, to your daily routine, to what you do to stay in shape and maintain a healthy lifestyle, to your preferred vacation destinations and activities. You are an actor, athlete, singer, or musician.  [Rubric](https://docs.google.com/document/d/1isKnyHdHpRxTgJjTKJWzxKhJW-RPo3-5yKyBQTufL44/edit?usp=sharing) | | * Access to unit materials such as graphic organizers | | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Intercultural** | [**Interpersonal IPA**](https://docs.google.com/document/d/1K5VWjOyg9cktSGeipLfhP9VYAwE3AJpUWS-aH0fGUrk/edit?usp=sharing)  Students could pretend that the trainer is from the target culture and make sure to ask/answer questions that demonstrate understanding of the products, practices and perspectives related to healthy living | |  | | ✓ Cultures  ✓ Comparisons  ✓Connections  ☐ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| * There is a stigma surrounding mental health. * Keep in mind that being overweight/underweight is a sensitive subject and remind students that people can live a healthy life at different weights and shapes. | | * [Interpretive Reading Rubric](https://drive.google.com/file/d/17fRrWGFg3YPi6lAG_pZNDWJ5QqxjddHR/view?usp=sharing) * [Interpersonal Rubric](https://docs.google.com/document/d/1pCHEFlf1pNdLzifjxmCAdIc_m5pS46lw1iVNYtXzdcs/edit?usp=sharing) * [Presentation Writing Rubric](https://docs.google.com/document/d/1isKnyHdHpRxTgJjTKJWzxKhJW-RPo3-5yKyBQTufL44/edit?usp=sharing) | | * Can-do statement checklist * Interpretive, Interpersonal and Presentational Rubrics * [Glow and Grow Feedback](https://docs.google.com/document/d/1a16kLxEzxJxHqe3LLmg02kC0CoJRkpFxvgf4Je7ydZc/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** | * **4 Corners / Peardeck:** Using the vocabulary that you generated or pulled from infographics, present students with different aspects of healthy living activities (using visuals and comprehensible input) and have them indicate their opinion about it. (Extension: students can discuss their preference with a partner) * [Una vida sana](https://docs.google.com/document/d/1P8zjSD7qjsxfxeXTMQvuXfw0yDiZRJB-FH9lg2gpxyM/edit?usp=sharing)- Match the problem to the appropriate advice * [Tips para combatir la ansiedad](https://twitter.com/Imanara_ETT/status/1322123717485408256) | * authentic infographic or visual | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | * Chat stations- [Give Homer advice to get healthy](https://docs.google.com/presentation/d/1ybTpBCXp0yAL78mDyvey6gt2XuDwdPZfoJarPNNQzbU/edit?usp=sharing) * [Interpersonal IPA Study Guide- College](https://docs.google.com/document/d/1DmQZljCvhudNBF8A50aex51dzg5YJWkiFMFsvIf6UqU/edit?usp=sharing) * [Interpersonal IPA Study Guide- Honors](https://docs.google.com/document/d/1I152oVi1svjns-y3x1QFUWctNaAIHZulq4UegL_mKcs/edit?usp=sharing) | * Authentic reading | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | * [Students list, describe, explain “healthy food” vs “junk food”](https://docs.google.com/document/d/1FNvmvsWx1zUh3-cCjyqHL0I0In2YMFBRKYyB8cnNo4I/edit?usp=sharing) * Students create an infographic or mock social media post describing their top 5 favorite healthy living choices. |  | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Intercultural** | * Students will complete a Venn Diagram with a partner, comparing and contrasting the healthy lifestyle choices of their own and the others’ culture |  | ☐ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| **Giving Advice:**   * Yo recomiendo + inf * Es importante + inf * Es bueno + inf * Es malo + inf, etc.   **Expressing Preferences:**   * Me gusta / no me gusta * Prefiero / no prefiero * Me encanta / no me encanta * Me da igual   **Vocabulary:**   * Student generated list * Teacher directed: Use the infographics to pull out key words * Healthy living activities (include sports and leisure that fit in this category) | | | |

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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** | * SEL Check-ins/Openers done in the target language in relation to making healthy choices. (Example: What is one healthy choice you made / will make for yourself today?) | | | | | |
| **Social Justice** | * Students will discuss that “healthy living” is impacted by access to healthy foods, clean water, and health care. * Consider researching local food banks and programs in your community with programs/services to provide healthy foods for people who cannot afford them. | | | | | |
| **Differentiation for Equity** | * Sentence starters/language chunks (this may include chat maps) * Pictures/visuals * Tiered readings * Individual student help in class and after school when completing assignments. * Flexible grouping in the class. * Differentiation of output - some will produce sentences, others just words and phrases. | | | | | |
| **Technology** | * Google Platform: Docs, Slides, Jamboard * Flipgrid * Quizlet * Edpuzzle | | | | | |
| [**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 Laura Enright, Methuen Public Schools, and Jessica Kaplan, Norwood Public Schools, for the Massachusetts Department of Elementary and Secondary Education.