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** | Heroes | **Length of Unit** | 15 50 minute lessons | **Proficiency Level Target(s)** | Novice High |
| **Theme(s)/ Topic(s)** | Stars, Heroes and Changemakers - Describing people and saying what they do | | | | |
| **Centering Student Diversity** | Students are diverse and therefore it is essential that the heroes we discuss represent at a minimum the students before us and then also reflect the diversity of the world. The heroes we talk about include women. | | | | |
| **Essential Question(s)** | Who is a hero? What are their accomplishments? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | **By the end of this unit, students will be able to:**  - name a hero and say what they do.  - understand descriptions of people and their accomplishments.  - read about changemakers to inspire one to reflect on and take action to make one’s community and world a better place.  - identify who is left out of the discussion of heroes. | | | | |
| **Culturally Relevant Authentic Resources** | Image: Les personnages préférés  Image: Stars 2021 from *1jour1actu*  Article: Les Nouveaux Sports from *1jour1actu*  Video: [Django Bande Annonce](https://www.youtube.com/watch?v=ZAo3kxvSYNs)  Children’s Book: [La princesse de l’eau claire](https://www.youtube.com/watch?v=eT7nH5ESeV0), story of Georgie Badiel  Video: [Phyllis Webstad](https://www.youtube.com/watch?v=yOQfoBsTKIY)  Music video: [À nos héros du quotidien](https://www.youtube.com/watch?v=fVuCviFkqNw)  Webpage: [Rencontrez les changemakers d'afrique](https://www.unicef.org/wca/fr/changemakers)  Song: [Super Mamie](https://drive.google.com/file/d/1IhgQ3obmVWk1c8Wt8Vtzzmemgul53W5a/view?usp=sharing)  Reading: Noms de rue from *1jour1actu* | | | | |
| **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) | Identify some basic facts from the text. (NM.1.b)  Respond to questions by expressing basic information about themselves. (NM.2.b)  Ask highly predictable, formulaic questions. (NM.2.c)  Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)  Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)  Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)  Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)  Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)  Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)  Apply cultural and linguistic skills to participate in the school, local, and global community by identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)  Become lifelong learners by Identifying uses of the target language in the community. (NM.8.b.3) |

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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 Domain: Understand the perspectives of and empathize with others, including those from different backgrounds, cultures and contexts, which includes recognizing strengths in others.  - Responsible Decision-Making Domain: Make caring and constructive choices about personal behavior and social interactions across diverse situations, including reflecting on one’s role to promote… community well-being. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | - Read about changemakers to inspire oneself to reflect on and take action to make one’s community and world a better place.  - Identify who is left out of the discussion of heroes.  - Learn about some heroes who have been historically forgotten. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | From ELA:  - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. CCSS.ELA-Literacy.RL6.1  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.1 |

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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 about the accomplishments of changemakers in Africa and then answer questions to show their understanding of the words used to describe them in the article. | There are two options for the article, the original and a simplified one with key words bolded. | ✓Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Interpersonal** | In an Interpersonal TALK[[1]](#footnote-1) assessment, students ask and answer questions about descriptions of themselves and the people around them. | Students are allowed to answer in full sentences if they are up to it or in one word or short phrase answers. | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Presentational** | Students write a section for a combined class display on black changemakers to be hung in Town Hall. They tell the person’s profession, describe them and talk about the work they do that is admirable. | Students will be given sentence starters to use to guide them as they write. | ☐ Cultures  ☐ Comparisons  ☐ Connections  ✓ Communities |
| **Intercultural** | Together as a class, write an introduction to the display reflecting on cultural perspectives of who is a hero. | Students speak first in pairs to generate ideas and have a smaller audience. Ideas are repeated in the larger group by the teacher calling on volunteers only. | ✓ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |

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| **Avoiding Biases** | **Scoring Tools and Methods** | **Feedback Tools and Methods** |
| Offering examples of heroes from different cultures, ethnicities and genders.  Showing images that celebrate individuals and cultures.. | Departmental plan for converting rubric into a grade | Interpretive, Interpersonal and Presentational Rubrics |

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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** | - EdPuzzles: [C’est quoi un héros ?](https://edpuzzle.com/media/619656762b1ccd4181dba6bc) [Django](https://edpuzzle.com/media/606857d999caa1428cfa64c5) [Greta Thunberg](https://edpuzzle.com/media/61843e8500c0f541b9d877c6) [Malala](https://edpuzzle.com/media/61fed84b655583428bc8494c) [Le Chandail Orange](https://edpuzzle.com/media/61ffe90a8a0d7942c3a5ecdc)  - Students describe themselves on a stickie and the teacher reads and other students guess who it is  - Les Nouveaux Sports - Find words in the text for nationality and occupations  - Readings from reader *Qui parle français?*  - Webpage Changemakers - students look for words for professions  - Song Super Mamie - Have students underline words they know | Videos: [Django Bande Annonce](https://www.youtube.com/watch?v=ZAo3kxvSYNs) [Phyllis Webstad](https://www.youtube.com/watch?v=yOQfoBsTKIY)  Children’s Book: [La princesse de l’eau claire](https://www.youtube.com/watch?v=eT7nH5ESeV0)  Music video: [À nos héros du quotidien](https://www.youtube.com/watch?v=fVuCviFkqNw)  Webpage: [Rencontrez les changemakers d'afrique](https://www.unicef.org/wca/fr/changemakers)  Song: [Super Mamie](https://drive.google.com/file/d/1IhgQ3obmVWk1c8Wt8Vtzzmemgul53W5a/view?usp=sharing)  Reading: Noms de rue | ✓ Cultures  ☐ Comparisons  ☐ Connections  ✓ Communities |
| **Interpersonal** | - Conversation circle  - Activity: Maître d’[[2]](#footnote-2)  - Concentric Circles  - Student read the bios of and an excerpt of the work of Gisèle Pineau and Danny Laferrière, ask each other about the other and complete Venn Diagram comparing the two  - Interviews  - Question, question, exchange | - Excerpts from the children’s book [Je suis fou de Vava](http://culture.planete.qc.ca/louise-turgeon/je-suis-fou-de-vava/) by Danny Laferrière  - Poem [Les Livres](https://berrouet-oriol.com/litterature/entrevues/10-questions-a-gisele-pineau/) by Gisèle Pineau | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Presentational** | - Students create a plan for their own superhero  - Flipgrid to present superhero (speaking)  - Writing to summarize the points from a class conversation  - Journal entries  -Exit tickets of writing a few sentences |  | ☐ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Intercultural** | Students look at the webpage on changemakers in Africa and the displays the class wrote and point out the similarities in characteristics of people considered to be heroes. Write a reflection, in English, on cultural perspectives of who is a hero. | Webpage: [Rencontrez les changemakers d'afrique](https://www.unicef.org/wca/fr/changemakers) | ✓ Cultures  ✓ Comparisons  ☐ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| “Has” versus “Is”  Words to describe people  Words to describe professions and occupations | | | |

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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** | Activities to express one’s thoughts and feelings with movement around the room:  - Conversation circle  - Activity: Maître d’  - Concentric Circles  Games for fun:  - Tout le monde qui  - Akinator: have it guess superheroes  - Guessing game with Qui est-ce booklets, from Joshua Cabral at World Language Classroom  Recognize strengths in others, in conversations and in readings.  Promote community well-being through display of African American changemakers at Town Hall. | | | | | |
| **Social Justice** | Noms de rue Reading:  - When we name the roads or other geographical places, who is left out of the discussion?  Display of black changemakers at Town Hall, include Americans like Susie King Taylor, Frances Watkins Harper and Ida B. Wells and Francophone individuals like Léopold Sédar Senghor and Penda Mbow, researched on Wikipedia.fr  - What is my role in making sure that people of color and women are included in the discussion?  Video clips from French version of Hidden Figures and the documentary “Noirs en France” (Black people in France) | | | | | |
| **Differentiation for Equity** | Tiered readings on superheroes.  Individual students help in class and after school when completing assignments.  Flexible grouping in the class.  Vocab and sentence starters, included in chat mats.  Differentiation of output - some will produce sentences, others just words and phrases. | | | | | |
| **Technology** | Flashcards with Quizlet  Flipgrid  Akinator guessing game  EdPuzzle  Google Suite Tools: Slides, Forms, Jamboard | | | | | |
| [**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** | In transitioning from units based around vocabulary and grammar to units based around communicative can do statements, the topic of describing a person has become less about physical and personality description and more about their occupation in life and what they do. | | | |
| **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 Sarah Moghtader, Needham Public Schools, for the Massachusetts Department of Elementary and Secondary Education.

1. An Interpersonal Talk Assessment is a spontaneous conversation between a small group of classmates on the given theme. Students learn how to talk about the theme over the course of the unit and then evaluated during this assessment. [↑](#footnote-ref-1)
2. Maître d’ is a speaking activity where the teacher gives a number of participants for a group, groups are formed and students ask and answer questions. Then they go on to another group. [↑](#footnote-ref-2)