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** | Cambridge Latin Course Stage 14, Investigating the Portrayal of Women | **Length of Unit** | 10-15 class sessions | **Proficiency Level Target(s)** | Intermediate Low |
| **Theme(s)/ Topic(s)** | Presentation of Gender Roles in Latin Educational MaterialsComparing and Contrasting the portrayal of Gender Roles in today’s media |
| **Centering Student Diversity** | Students attend an all-female middle school and tend to be very engaged in social media. They have expressed awareness around the perception of women on social media and presentation of women in other media. |
| **Essential Question(s)** | How does the text portray female characters?How does the portrayal of female characters compare or contrast to modern-day portrayals?How are these portrayals similar or different to your own perception of gender roles? |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | Students can read written Latin text and understand the general ideas it communicates with minimal assistance from teacher and vocabulary resourcesStudents can translate some of the written Latin text with assistance from teacher, peers, and/or vocabulary aidesStudents can communicate their own ideas around gender roles in modern day societyStudents can write a short essay in English in which they present a stance supported by quotes from the Latin text |
| **Culturally Relevant Authentic Resources** | Cambridge Latin Course Unit II, North American 5th Edition* Stories from Stage 14: *Rufilla*, *Domitilla cubiculum parat I*, and *in tablino*

Gustave, T. (n.d.). Pretty lies. Youth Communication. Retrieved February 16, 2022, from <https://youthcomm.org/story/pretty-lies/> |
| **Additional Notes** | Resource for Implementation Ideas* Lesson Plan: Stereotypes of Girls and Women in the Media <https://www.adl.org/media/4721/download>

Include context for students around prior experience with SEL conversations re: gender roles, power dynamics in society, pronounsOpportunity to collaborate with Health & Wellness or Guidance Counselor  |

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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) | Students can…* **identify themes and patterns in the portrayal of Rufilla and Domitilla in the Latin text**
* **compare and contrast the portrayal of women today in the media to the portrayal of Rufilla and Domitilla in the Latin text**
* **write basic Latin sentences to reshape certain aspects of the stories they read**

Intermediate Low - Communication - 1 Interpretive* b. Understand the main idea and related information.

Intermediate Low - Linguistic Cultures - 5 Cultures* a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities.
* b. Investigate, explain, and reflect on how culture affects identity.
* c. Investigate, explain, and reflect on the similarities and differences of cultures over time.

Intermediate Low - Linguistic Cultures - 6 Comparisons* a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
	+ 1. Making comparisons between products, practices, and perspectives.
	+ 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture.

Intermediate Low - Linguistic Cultures - 7 Connections* a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas.
* b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	+ 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures.
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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/) | The exploration of this topic encourages and enables students to demonstrate the following SEL competencies:* SELF-AWARENESS by…
	+ Integrating personal and social identities
	+ Linking feelings, values, and thoughts
	+ Examining prejudices and biases
* SOCIAL AWARENESS by…
	+ Taking others’ perspectives
	+ Demonstrating empathy and compassion
	+ Understanding the influences of organizations/systems on behavior
* RESPONSIBLE DECISION-MAKING by…
	+ Recognizing how critical thinking skills are useful both inside & outside of school
	+ Reflecting on one’s role to promote personal, family, and community well-being
	+ Evaluating personal, interpersonal, community, and institutional impacts

Source: *CASEL’S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted?* CASEL, 2020, https://casel.s3.us-east-2.amazonaws.com/CASEL-SEL-Framework-11.2020.pdf |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | The exploration of this topic encourages and enables students to demonstrate the following Social Justice competencies:* Diversity 7 - DI.6-8.7 “I can accurately and respectfully describe ways that people (including myself ) are similar to and different from each other and others in their identity groups.”
* Diversity 10 - DI.6-8.10 “I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.”
* Justice 13 - JU.6-8.13 “I am aware that biased words and be- haviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.”

Source: 6-8 Grade Level Outcomes and Scenarios. *Social Justice Standards: The Learning for Justice Anti-Bias Framework.* Learning for Justice, 2018, https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-Social-Justice-Standards-Anti-bias-framework-November-2021-11172021.pdf |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | **Social Studies Standards for Gr. 6-8 – STANDARD 4**. Analyze the purpose and point of view of each source; distinguish opinion from fact. Compare perspectives of people in the past to those of people in the present across multiple sources while clearly distinguishing opinion from fact.  **STANDARD 5**. Evaluate the credibility, accuracy, and relevance of each source. With support, detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. **STANDARD 6**. Argue or explain conclusions using valid reasoning and evidence. Participate in collaborative discussions to understand multiple perspectives and best evidence.SOURCE: [social studies standards](https://docs.google.com/document/d/1F33YWfswi2nCD0ExOOys6jLMn4RE-pKp/edit?usp=sharing&ouid=113765340409459669990&rtpof=true&sd=true) |

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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** | * Reading comprehension quiz(zes)
* Mini-essay in English in which students choose an adjective that best describes how a female character is portrayed in one of the stories. They support their choice by providing direct quotes from the Latin text which they paraphrase.
 | * Word banks
* Study sheets and strategies in class
* Scaffolding for in-class questions
 | ☐ Cultures **☑Comparisons**☐ Connections **☑Communities** |
| **Interpersonal** | * Students work together to rewrite modern versions for certain sentences of a Stage 14 story using the Latin vocabulary they have.
 | * Teacher-provided list of parsed vocabulary
* Heterogeneous grouping of students during collaborative work
* Group choice for story
 | **☑Cultures** **☑Comparisons**☐ Connections ☐ Communities |
| **Presentational** | * Groups share out their rewritten modern versions with the class
 |  | **☑Cultures** **☑Comparisons**☐ Connections ☐ Communities |
| **Intercultural** | * Comparing the lives of modern day women to the lives of answer women; gender roles versus gender roles in ancient Rome.
 | * Class-generated list of topics / ideas to serve as jumping off points for students in class discussion.
 | ☐ Cultures ☐ Comparisons**☑Connections** ☐ Communities |
| **Avoiding Biases** | **Scoring Tools and Methods** | **Feedback Tools and Methods** |
| Various types of reading comprehension questions built in to reading quizzesStudent choice for group assignment | Rubric for [claim/warrant/evidence](https://echoesandreflections.org/wp-content/uploads/2020/02/new_EvidencedBasedWritingRubric_1a.pdf) essaysRubric for novice-level Latin composition | Opportunity to make corrections to quizzesCheck-ins during writing assignment |

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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** | * Readings of Latin text
* Oral Q/A supported with images and high-frequency vocabulary
* Written reading comprehension questions
 | * Cambridge Latin Course Unit II, North American 5th Edition
 | ☐ Cultures **☑ Comparisons**☐ Connections ☐ Communities |
| **Interpersonal** | * Silent post-it “discussion” regarding common stereotypes about women and girls. (Students get 3-5 sticky notes and write down what they think are common stereotypes; teacher collects them and places them on the board; students walk up and quietly read the post-it notes and organize them into themes.)
* Whole-class discussion around groupings
 | * List of questions
 | **☑ Cultures** **☑ Comparisons****☑ Connections** ☐ Communities |
| **Presentational** | [HEADLINES activity](https://docs.google.com/presentation/d/1HrHzFGov7dQ5Z3AVnMAQgHe1GUI9RcXcp93ZgCxbVmA/edit?usp=sharing) (by Katarina Griffin) | [English articles about how the world views women and their needs](https://youthcomm.org/story/pretty-lies/)  | **☑ Cultures** **☑ Comparisons**☐ Connections ☐ Communities |
| **Intercultural** | In small groups, students will read and discuss English translations of Pliny the Younger’s letters to investigate: How did authentic Latin text actually portray women? | English Translation for Epistles by Pliny the Younger [Ep 5.16](http://www.attalus.org/old/pliny5.html#16), [7.19](http://www.attalus.org/old/pliny7.html#19), [7.24](http://www.attalus.org/old/pliny7.html#24) | ☐ Cultures ☐ Comparisons**☑ Connections** **☑ Communities** |
| **Toolbox*****What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** |
| Language functions and structures: complex sentence structures (relative clauses, adverbial subordinate clauses), noun/adjective agreement, prepositional phrases, concept of singular and plural words, verb tenses, complementary infinitivesVocabulary List for Stage 14: Frequently used vocabulary throughout Cambridge Latin Course |

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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** | SELF-AWARENESS, SOCIAL AWARENESS, and RESPONSIBLE DECISION-MAKING through scaffolded discussions and analysis using the resources and strategies mentioned above. |
| **Social Justice** | The exploration of this topic encourages and enables students to demonstrate Social Justice competencies relating to diversity and justice. |
| **Differentiation for Equity** | Conversations from the Pretty Lies / Youth Communication resource to serve as exemplars or models.Silent post-it “discussion” regarding common gender stereotypes.Models / strategies for productive conversation with examples of how to express agreement and disagreement |
| **Technology** | Teacher needs: printer and photocopierClassroom needs: internet, projector, set of class Chromebooks/Laptops, the Google Suite of appsStudents need: Latin text from Cambridge Latin Course Unit II, articles and images to enhance their own learning, Google Forms to type up mini-essay, Google Docs to type up their rewritten Latin sentences/stories. |
| [**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 Maritere Rivera Mix, Sara Peters and other members of the World Languages Framework Volunteer Implementation Team for the Massachusetts Department of Elementary and Secondary Education.