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** | Sustainable Cities | **Length of Unit** | Varies by interest and engagement of students. | **Proficiency Level Target(s)** | Intermediate Mid to Intermediate High. |
| **Theme(s)/ Topic(s)** | How can we make large cities such as Mexico City and even our own Massachusetts cities and towns inclusive, safe, resilient and sustainable?  Some of the topics included will be Megacities - which are the largest. What is life like in these cities focusing on Mexico City? The students will learn about traffic and contamination, trash and recycling, health and welfare of citizens etc. We will look at some efforts Mexico has put into place to support city life and help with sustainability. What can we learn from these innovations that have been put in place? We will compare where the U.S. is with these efforts and end the unit with some action plans. | | | | |
| **Centering Student Diversity** | My students are very homogenous from an ethnic perspective. We have very little diversity in the school but from time to time we have had some students who spoke a bit of Spanish at home and we have had some Chinese, Russian and Ukraine students but the number has been very low. My students have a variety of backgrounds from a socioeconomic sense. Some have families who have been in the town for generations. Others have come from other cities and towns in the area or from the U.S. Very few have had any international experience. Some have traveled with their families and some have traveled with sports teams. Others have traveled very little. In general, the majority of students are kind, friendly and interested in learning. They want to learn about others and about other cultures because they have so few opportunities to do so in the school system. They also are very engaged and want to be the change in the world. Many want to go to school or work in new places away from their small town and never come back, others want to experience the world and then return to the town to raise a family or to simply live their lives. They often tend to be very unaware of world events and issues, and at times express very biased and provincial perspectives. They are a bit insular but have always enjoyed learning more about the outside world and gaining new perspectives. Many have commented that learning in their world language classes has expanded their world. Students are also at varying proficiency levels - Some will enter at Intermediate Low and others will be approaching Intermediate High. In a small school system it is not practical to group student by proficiency level. Appropriate student supports, such as tiering and scaffolding authentic resources, tiering formative assessments, providing anchor charts so that all can succeed and appropriate communicative skill builders are necessary. Each day the Daily Can-do Statement(s) will be shared with the students. Lessons will incorporate numerous checks for understanding. These checks will provide information to the teacher but also to the students. It will allow them  to reflect on their own progress toward the Daily Can-do Statements and help the teacher to see what supports they need. | | | | |
| **Essential Question(s)** | How can we make large cities inclusive, safe, resilient and sustainable? Can the efforts and innovations developed be replicated in our country, our cities and even our community? What can we do to support sustainability? What would sustainability look like in our larger cities or in our local community? | | | | |
| [**Unit**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements)  [**Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | I can explain what a megacity is and why Mexico City is considered a Megacity.  I can identify some of the problems of sustainability encountered in Mexico City and in large megacities  I can explain and discuss some of the initiatives taken in Mexico city to support sustainability and life and health improvement for its citizens and visitors such as Ecobici, Via Verde, Hoy no Circula, Programas de Reciclaje. etc.  I can explain and discuss the importance of having green spaces in large cities.  I can compare initiatives here in my community and in my culture with those that have been put in place in Mexico City.  I can take a stand and take action to help others understand the importance of protecting the environment for sustainability of our cities, our communities and our planet. | | | | |
| **Culturally Relevant Authentic Resources** | A variety of authentic resources on each of the topics is available. Infographics on Megacities, Tweets from the hashtags #Hoynocircula, #tráfico. There are videos about the programs such as Via Verde, Ecobici etc. There are great photos and infographics of los desechos in CDMX and a photo essay of the pepenadores that is very powerful and can provide discussion. There are some videos on los parques etc. Since there is such a variety of resources, they could be matched to the student proficiency levels so that all would be investigating the same topics but with varied and appropriate resources. | | | | |
| **Additional Notes** | There are so many relevant authentic resources out there on this topic so authentic resources can be tiered and scaffolded for the various proficiency levels of the students. Also, if the teacher wishes, the resources can be utilized via student interest groups with some students investigating one topic and others investigating other topics. This would allow the initiatives to be investigated by student interest groups rather than all having to do them. This allows a class to investigate all topics without each student having to investigate every topic. Also there should be flexible groupings used throughout this unit to support student diversity and interests. | | | | |

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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 Interpretive Communication - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students:***  a. Understand traits of multiple cultures and communities. (IM.1.a) b. Understand the main idea and some supporting details. (IM.1.b)  ***Interpersonal Communication - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected 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 easily understand, students:***  a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)  b. Understand, answer, and ask a variety of questions. (IM.2.b)  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)  ***Presentational Communication - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected 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 easily understand, students:***  a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)  b. Present information, raise awareness, and express personal preferences in culturally appropriate ways.  (IM.3.b)  c. State a viewpoint and provide reasons to support it. (IM.3.c)  ***Intercultural Communication - In interactions in a variety of settings, creating series of connected 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 easily understand, students: a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understanding and curiosity of a target-language***  a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IM.4.a)  ***Linguistic Cultures In a variety of settings, using the target language exclusively or almost exclusively,with appropriate linguistic scaffolding, students fully and consistently:***a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)  ***Comparisons - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:***  a. 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. (IM.6.a.1)  b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied  and their own by:  2. Making comparisons of basic language forms. (IM.6.b.2)  ***Lifelong Learning Standards***  ***Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:***  a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)  b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (IM.7.b)  ***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 fully and consistently:***  a. 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. (IM.8.a.1)  2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities.  (IM.8.a.2)  b. Become lifelong learners by:  4. Setting goals for growth in these areas and reflecting upon progress. (IM.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/) | SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence  behavior across contexts.  RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and  social interactions across diverse situations.  RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively  navigate settings with diverse individuals and groups. This can be done while they are working in pairs, groups, and the whole class. From the first days in my class we have a policy of supporting each other and NO PUT DOWNS. This is everywhere in the room.  SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.  RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and  social interactions across diverse situations. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | Diversity  6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  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.  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.  ACTION  19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | CH.PCH.13.b(Laws & Policy. Connects with History & Social Science: Geography)  Research strategies for improving global ecological health and evaluate them for their sensitivity to social backgrounds i  SL.6.1Engage 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.  SL.6.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  SL.6.1.b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  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.  SL.6.1.c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  SL.11-12.1  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.  CH.PCH.14.02 - Identify ways the physical environment is related to individual and community health  7.ESS.3.4 - Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment. Clarification Statements: Arguments should be based on examining historical data such as population graphs, natural resource distribution maps, and water quality studies over time. Examples of negative impacts can include changes to the amount and quality of natural resources such as water, mineral, and energy supplies. |

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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** | There are numerous Interpretive tasks embedded into the curriculum and teachers can choose which one(s) they would like to make their summative. note: See instruction section for more details. The others not used as summative can be curriculum-embedded formative assessments. If there are several teachers teaching this unit, they can decide which of the Interpretive Tasks they wish to use as the summative. Teachers can collaborate to determine those best to evaluate the student growth and to inform both the students and the curriculum. | | All of the tasks can be tiered - either the resource can be appropriately tiered or the task can be appropriately tiered.  Graphic organizers can be used if needed. Here is a link to [ACTFL Graphic Organizers](https://docs.google.com/presentation/d/1SUbXK9R2myctiiRWhILsFL2QYRgVsmNyZxuXrkZvHf8/edit#slide=id.g912dce7b32_0_1055) | | x Cultures  xComparisons  x Connections  x Communities |
| **Interpersonal** | There are numerous interpersonal tasks embedded into the curriculum so teachers can choose which one(s) they would like to use as their summative assessment. Incorporating this choice allows the teacher(s) to determine which task will provide the best information for assessment and actionable feedback. If several teachers are teaching the same level, they should determine which of the tasks they want to use.  The school wants to limit cars because there is limited space, parking is difficult, the congestion is causing problems, the traffic is bad and parents dropping off students are stressed because of the lines. Discuss your opinion on this and how other students will react. Is this a good idea? What other means of transportation might students use? Also discuss what you might suggest to the administration.  A developer wishes to purchase two parks and a farm in your town where they plan to establish a warehouse and distribution plant for a large online company (similar to Amazon). This will bring job opportunities to your town, an influx of new residents, additional traffic including large truck traffic, plus it will eliminate some of the beautiful green space in the town. You are going to share your ideas and opinions on this. Will this help with sustainability of the town.  Discuss how this will impact the town with your partner and make a suggestion about this issue either positive or negative | | Sentence Starters and Communicative Skills builders will be available for students.  Word Walls created by the students will be visible.  Varied pairings and groupings can also help to support students.  Teacher observation and feedback can also be given to support all students. | | ☐ Cultures  ☐ Comparisons  x Connections  x Communities |
| **Presentational** | You are presenting an informational talk at the local Hispanic Community Center about sustainability in your community and state. Tell them about some initiatives you believe would set the community/state onto the right path to guarantee future sustainability and provide for the health and welfare of all the citizens. You know about some initiatives that have been done at the international level so be sure to share information about those and make some suggestions. | | Graphic Organizers can be utilized to support students.  Anchor charts can also be used.  The prompt can be tiered and/or supports can be utilized for struggling students. | | ☐ Cultures  x Comparisons  x Connections  x Communities |
| **Intercultural** | Students can investigate (Intermediate Intercultural Investigate Standards) other initiatives started in Mexico City such as [El CableBus](https://www.elfinanciero.com.mx/cdmx/2021/08/26/cablebus-de-la-cdmx-logra-record-guiness/) or [La Basura en CDMX](https://www.eldiario.es/internacional/theguardian/ciudad-genera-basura-mundo_1_3762498.html). They could also investigate [Los Azoteos Verdes](https://mxcity.mx/2021/06/6-azoteas-verdes-que-son-preciosos-rincones-ecologicos-en-lo-alto-del-a-cdmx/) en CDMX  Students will compare these environmental innovations and efforts with ones in their own culture or their own community/state or even the U.S.  Students will write a letter to the Department of Tourism In Mexico City to learn more about the Ecobici Initiative. They should find out if this service would be available to tourists visiting the city and find out the procedures to use it if possible. (Intercultural Standard - Interact) | | These additional investigations can be interest organized which will group students together who want to learn more about various initiatives. | | x Cultures  x Comparisons  x Connections  ☐ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| The rationale for this unit was to incorporate the U.N. Sustainability Goals but more so to debunk biases my students had about Latin America. Their beliefs were that our U.S. efforts in sustainability and environmental protection were far superior to those of any places in Latin America (which they deemed third world and unconcerned with sustainability). This unit introduced them to products, practices and perspectives which changed their opinions.  Additional sustainability issues in their town have recently been very much in the public eye with a large proposed development that would have been a financial boon to the town but may have compromised sustainability of the town’s infrastructure. The public debate could serve as a lesson in evaluating biases in reporting and the students’ own biases. | | Rubric - either department developed or one agreed upon by those in the department such as the Ohio Rubrics. | | Each day there will be a Daily Can-Do. Throughout each day’s lesson there will be numerous checks for understanding with feedback to the students as well as feedback for the teacher. These checks will also include time for students to reflect on their progress toward that can-do statement and share and/or plan their next steps. | |

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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 read 3 Infografías - [La contaminacion y la salud](https://www.google.com/search?q=c%C3%B3mo+se+mide+la+contaminaci%C3%B3n&rlz=1C1CHBF_enUS810US811&sxsrf=APq-WBvkBwTFSGJWk7e1uotBftHnzOmWDg:1644244972684&source=lnms&tbm=isch&sa=X&ved=2ahUKEwidr5Ts6e31AhVtjokEHartBvUQ_AUoAXoECAEQAw&biw=1600&bih=789&dpr=1#imgrc=OhNFBneyEwAapM), [Efectos de la contaminación del aire en la salud de los niño](https://www.paho.org/es/documentos/infografia-efectos-contaminacion-aire-salud-ninos-2018)s, and Tips para ayudar con la contaminación and [Soluciones](https://www.facebook.com/iqasesoria/photos/un-evento-que-contribuye-con-soluciones-para-un-aire-limpio-en-pro-de-la-salud-e/2239346202842213/) (Grammar in context - Commands)  Authentic resources - 3 visuals about Hoy No Circula with an accompanying Interpretive task (formative assessment) based on the ACTFL template) This is followed up by the Video [Hoy no Circulan ¿Qué autos no circulan durante la pandemia de Covid 19](https://www.youtube.com/watch?v=sI23IzR24r8)  to make this an interpretive listening activity it can be done with EdPuzzle or another similar source.  Students watch a video [Por qué hay tanto tráfico vehicular en CDMX](https://www.youtube.com/watch?v=L6P0mBSg8rs) Students in groups develop key ideas (This video has CC so it can be used with CC for those students who need it, those who do not can do it without CC) Authentic Tweets - Just search for #tráficoenCDMX (I have some available)  EcoBici Reading from 21 Mundos (A downloaded article) Also show video [Conoce Ecobici](https://www.youtube.com/watch?v=F2eBHlDbz-s)  Extension - Students can read [Los Beneficios de Andar en Bicicleta](https://www.fisioterapia-online.com/articulos/beneficios-de-andar-en-bicicleta)  There are numerous infographics on this topic so with the various infographics the task could be tiered for the students.  Next introduce the students to [Via Verde](https://www.youtube.com/watch?v=4xab6J9S4s0&t=11s) - through this video  An interpretive task can be developed around this.  Students read an Infografia on [Beneficios de los árboles urbanos.](https://www.fao.org/resources/infographics/infographics-details/es/c/411598/)  Students read [la Importancia de los parques en las zonas urbanas](https://asocan.net/la-importancia-de-los-parques-en-zonas-urbanas/) and los [beneficios de los arboles en la ciudad.](https://invdes.com.mx/infografias/beneficios-los-arboles-la-ciudad/)  Students will view a video about [El Bosque de Chapultepect El mejor parque urbano 2019](https://www.youtube.com/watch?v=YFSxCXlYXXo). They will collaboratively (in small groups) write what they saw in the video - using descriptions.  Students investigate websites that explain things to do in El Bosque de Chapultepec such as this one [Cinco Cosas que Puedes Hacer en el Bosque de Chapultepec](https://www.mexicodesconocido.com.mx/actividades-que-hacer-en-el-bosque-de-chapultepec.html) | Infografías - see side  Visuals and Images Hoy no circulan, Via Verde, Parque de Chapultepec | ☐ Cultures  x Comparisons  x Connections  xCommunities |
| **Interpersonal** | Anticipatory PPT - Showing photo Large Cities - Activity I see, I think. I wonder - Video - Las diez metropolis más grandes - <https://www.youtube.com/watch?v=NQNDxspYksQ> - Students brainstorm in small groups commonalities and differences seen in video - List on large paper - Carousel to view all  Students do a paired interview about their use of cars and transportation and present what they learned from their partner  Students do a [Salad /Skittles](https://docs.google.com/document/d/1fAmKDvI_grLmTzgnMbJnf5KQDCvyTiktWfy2nLCxWpY/copy) Activity discussing the Tweets. (This activity can be explained if needed)  Students Exchange Ideas about Green Spaces in their community or in their state. Are they important?- How do they use them? What are the benefits?  Students read Infografias - [Los Beneficios de los árboles Urbanos](https://www.fao.org/resources/infographics/infographics-details/es/c/411598/) and discuss their opinions on this and share concerns they might have about the loss of trees in their community or state to large development.  Students will share information and descriptions of their favorite park. They will describe the park, what they do there, what activities one can do there, who they go to the park with and, if the students can discuss events in the past, they can relate something about a time they were there and what they did.  After investigating activities to do in El Bosque de Chapultepec students compare their findings. Students in pairs or in groups of 3 or 4 will make plans for what they will do during a free day of touring in the park. (Future Tense embedded). This can be an Interpersonal Speaking task or an Interpersonal Writing task using a text chat.  Students will investigate twitter hashtags #tráficoenCDMX and #hoynocircula and will respond to tweets with comments and something to keep the conversation going.  After having seen ways to improve communities for future sustainability, students brainstorm additional things they personally can do to improve life - ideas that might come up are take an active political role, promote recycling, advocate for improved housing etc. |  | ☐ Cultures  X Comparisons  x Connections  ☐ Communities |
| **Presentational** | Students will do an outside-of-class interview of various people and explain the program *Hoy no circulan.*- The next day they will present the reactions and opinions of others to their groups. Alternative - a Choice Board including a brief writing explaining the program, developing an advertisement, or a video about the program or a position paper on it.  Students present information that they got from interviews of a partner on cars and transportation.  Students will present their plans for activities for a day in El Bosque de Chapultepec or Quick write - What I will do during my free day in El Bosque de Chapultepec.  Students share ideas of other methods to guarantee quality of life in cities or even their communities. |  | ☐ Cultures  x Comparisons  x Connections  ☐ Communities |
| **Intercultural** | Students compare their own reality - their lives in their community or what they know about U.S. large cities, their perspectives and practices about transportation, green spaces etc and what they learned about CDMX.  In my own and another culture, I can compare efforts being made to improve life in large cities and even in my community.  In my own and another culture, I can compare the efforts being made to improve the environment and work towards a sustainable future. |  | X Cultures  X Comparisons  X Connections  X Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| Grammar can be either reviewed (if already taught) or incorporated in context. Commands, Stem-Change verbs, Making suggestions or recommendations, Sharing opinions, talking about the future. | | | |

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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** | Resources can be tiered or the tasks can be tiered with supports. Since there are multiple authentic resources available on many of the key topics - appropriate ones can be utilized to advance all students, regardless of proficiency level.  Communicative skill builders can be developed to support students.  Flexible groupings will be incorporated through the unit.  There is repetition of key ideas in a variety of tasks. Word walls will be visible to support communication. Students will also be provided with sentence and conversation starters as well as other conversational gambits. | | | | | |
| **Social Justice** | 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.  Students will investigate efforts to support the U.N. Sustainability Goal of Transportations and Sustainable Cities and Communities  Students will stand up with courage and respect for a cause. | | | | | |
| **Differentiation for Equity** | Tasks as well as assessments both formative and summative can be tiered and scaffolded.  Closed Captions can be used in videos. Speed can be adjusted to support students also.  A well-developed pre-listening can be used to support students’ comprehension. An organized notes graphic could be provided with a glossed vocabulary for those needing this support. | | | | | |
| **Technology** | Students will need access to a computer or similar device. Access to the internet will also be essential. | | | | | |
| [**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 Ronie R. Webster, Monson Public Schools (retired), and other members of the World Languages Framework Volunteer Implementation Team for the Massachusetts Department of Elementary and Secondary Education.