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** |  | **Length of Unit** |  | **Proficiency Level Target(s)** |  |
| **Theme(s)/ Topic(s)** |  | | | | |
| **Centering Student Diversity** |  | | | | |
| **Essential Question(s)** |  | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) |  | | | | |
| **Culturally Relevant Authentic Resources** |  | | | | |
| **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) |  |

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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 Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) |  |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) |  |

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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** |  | |  | | Cultures  Comparisons  Connections  Communities |
| **Interpersonal** |  | |  | | Cultures  Comparisons  Connections  Communities |
| **Presentational** |  | |  | | Cultures  Comparisons  Connections  Communities |
| **Intercultural** |  | |  | | Cultures  Comparisons  Connections  Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
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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** |  |  | Cultures  Comparisons  Connections  Communities |
| **Interpersonal** |  |  | Cultures  Comparisons  Connections  Communities |
| **Presentational** |  |  | Cultures  Comparisons  Connections  Communities |
| **Intercultural** |  |  | Cultures  Comparisons  Connections  Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
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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** |  | | | | | |
| **Social Justice** |  | | | | | |
| **Differentiation for Equity** |  | | | | | |
| **Technology** |  | | | | | |
| [**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** |  | | | |