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Identidad Personal: Curriculum for the World Language Classroom

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Honors Project

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Introduction to Project

Like most projects, components and aspects change throughout the course of its run. For this project, specifically, many changes have been made in both personal ideals and societal happenings that have driven this project to where it has been developed today. At the very beginning, this project was designed in order to provide communicative language curriculum for a preschool classroom founded in communicative activities (Ellis, 1997). However as the past two years have dictated in society and in our lives great change is afoot in our community. However impactful and important developing curriculum for preschool settings is, when these large and impactful decisions have to be made in our classrooms, in our community, and in the world relating to social justice and providing safe spaces for our students, this matter must be addressed.

Throughout developing my skills as an educator and furthering my experience with the world outside of my own community, I was struck with three questions that guided this project.

1) How can curriculum design in schools address social justice?

2) How are global citizens made?

3) What manner of curriculum design promotes communicative competence in the world language?

With the ever-changing and tempestuous world of current events and the push towards social justice implementation in the classroom, my research questions became very relevant and increasingly more important in my own life and career.

Defining social justice will give the basis for the development of this project to answer the research questions. The definition of social justice is highly debated among those who work in politics, education, and who are generally involved in society. The National Association of

Social Workers states that social justice is, "the view that everyone deserves equal economic, political and social rights and opportunities (TSDF, 2020)." This expedition and more specifically the in-depth investigation planned for this project seeks to show students the inequality that exists in their own community relating to economic and social rights and opportunities.

Designing a curriculum founded in social justice helped to answer these research questions. Through experience in educational methods classes, experiential learning which comes from research on expeditionary learning became essential in the development of this project (Burke, 2017; EL Education, 2018). Experiential learning allows students to independently learn hands-on with authentic texts and real-world experiences, such as fieldwork and experiences (Burke, 2017; EL Education, 2018). This design is meant to allow students to create connections to the language outside of the classroom (Burke, 2017).

Last semester, one part of an expedition I designed sought to explore social justice curriculum in the world language classroom was planned in relation to family and nationality. That in-depth investigation, titled Genealogía y familia (planned for 2 weeks) sought to allow students to have the opportunity to explore their own family trees and nationality to develop a sense of how these matters related to their identity. For this project, I planned the initial investigation (Identidad Personal) of the expedition which is about social identity became apparent as a clear solution to my research questions. This investigation is planned to take three weeks for students to complete. It consists of three individual learning experiences and a final summative assessment.

Literature Review

Expeditionary learning and experiential learning provide meaningful connections between social justice and education, as all expeditionary learning starts with a compelling topic (EL Education, 2018). This topic is the basis of an expedition (5 weeks to a year) which is then broken down into in-depth investigations (of which this project is one; approximately 1-3 weeks), which is in turn broken down into learning experiences of typically 2-4 days (Burke, 2017). Especially in today's modern world, social justice is evermore an increasingly compelling and relevant topic to all of us. Following this experiential learning design, I was able to easily answer my research questions as they were the basis of how the curriculum was designed with a focus on social justice awareness and activism, global citizenship, and communicative competence in real world contexts in Spanish.

The integration of technology, social studies, and English language arts curriculum provides students with an opportunity to build upon their knowledge of the target language in other disciplines. This is addressed by the "Making Connections" standard of the World Readiness Standards for Learning Languages from the American Council of Teaching Foreign Languages (ACTFL, 2014). In this standard, ACTFL (2014) describes how students must "build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively." The focus of this investigation into personal identities focuses on implementing the disciplines of Social Studies through the integration of Ohio's Social Studies Standards (2010), English Language Arts through Ohio's Learning Standards for English Language Arts (2017), and Technology through Ohio's Learning Standards for Technology (2017) to bolster the students' abilities to think critically about a situation in the target language and in turn strengthening their communicative competence

(Savignon, 2002). These standards help students to develop skills in relation to writing

effectively, understanding cultural differences and the importance of heritage and collaboration

across cultures, and using technology appropriately and effectively.

  When designing the learning experiences, the focus had to be maintained on the

compelling topic to provide students with a meaningful context. To ensure this focus was kept,

activities were designed with the idea of planning communicative activities in which students

create, understand, and interact with the language and one another without strict focus on

pronunciation being correct about forms of the language (Ellis, 1997; Long, 2000). Forms of the

language are formal elements of the language like grammatical structures that allow for clearer

communication; however, they can often impede students from trying to speak the target

language as they are fearful of using them wrong. This design of activities allows the students to

work on developing communicative competence (Savignon, 2002) in multiple modes of

communication throughout their experiences. Students also engaged in a Writer's Workshop 1.0

and Writer's Workshop 2.0, which created opportunities for students to develop their writing

skills through drafting and revision based on feedback from peers and experts in the field

(Berger, Woodfin, Vilen, 2016; Burke & Holbrook, 2018). These activities will help bolster the

students to feel supported in freely participating in this in-depth investigation.

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Identidad Personal: In-Depth Investigation Plan

World Language In-depth Investigation

Planning Document (adapted from Burke, 2007, 2017)

Approximately 1-3 weeks

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IN-DEPTH INVESTIGATION TOPIC: Identidades Personales

GUIDING QUESTIONS: (Two to three over-arching questions that shape the focus of the investigation) ¿Quién soy? ¿Qué son mis identidades? ¿Cómo relacionan mis identidades a la comunidad? ¿Qué necesitan las personas de culturas diferentes en mi comunidad?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand…

- Vocabulary relating to personalities, such as "lógico, interpersonal, etc."
- Vocabulary relating to social identities, such as "género (gender), etc."
- The importance of identities in the local community
- Differences that exist between people and how they relate to personality traits.
- Multiple intelligences and their relation to people's personalities.
- The importance of social identities and their influence on people's lives.
Skills and habits

Students will practice and be able to…

- Analyze characteristics of their own personality type and others.
- Utilize familiar software to create products related to the experience.
- Use context clues and familiar structures to understand unfamiliar contexts.
- Identify identities and privileges that exist within their identities.
- Create resources on specific topics that provide important, relevant information.
- Ask questions for clarification or more information on familiar topics.
Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of…

- Self-discovery as they work to understand their own identities.
- Responsibility for learning as they complete experiences, fieldwork, and service.
- Compassion for others and inclusion as we discuss heavy, personal topics.
- Self-reflection as they analyze how their identities can affect themselves.

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

National World Language Standards:
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

OH World Language Standards:
Interpretive Literacy:
-Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. (NM)
-Use digital and cultural resources appropriately. (NM)
Interpersonal Literacy:
1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. (NM)
Interpretive Listening and Viewing:
-Identify the topic and simple related information from a cultural documentary or story. (IL)
-Recognize common opening and closing words in oral or video storytelling. (NL)
-Follow simple directions for classroom tasks or routines. (NL)
Presentational Intercultural Communication:
1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. (IM)
4. Provide simple details about self, interests and activities. (NM)

OH Social Studies Standards:
Heritage:
3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
Civic Partnership and Skills:
9. Collaboration requires group members to respect the rights and opinions of others.
11. Groups are accountable for choices they make and actions they take.
10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.
Human Systems:
8. Communities may include diverse cultural groups.

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

OH Writing Standards K–12
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

OH Learning Standards for Technology:
Information and Communications Technology:
9-12.ICT.2.b. Independently construct an evaluative process for information sources chosen for a learning task.
9-12.ST.2.a. Demonstrate and advocate effective collaboration strategies and techniques using technology.
9-12.ST.2.b. Describe and demonstrate professionalism and civility in communications and collaborative environments.
K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.

IMMERSION INTO THE IN-DEPTH INVESTIGATION: (Sparks students' interest and curiosity to learn, also hones in on students' background knowledge of content; usually this is the first learning experience)

When students enter the classroom on the first day of the investigation, they will be greeted with a single question on the board, "¿Quién soy?". Students will have five minutes to freely write or sketch their response in whatever format they choose. Students who chose to graffiti their response may include words or pictures that they feel represents their identity well. This will demonstrate any previous knowledge students have of adjectives, describing words, personality trait vocabulary, etc.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness and/or learning style)

LE 1: Students at this age are highly motivated and interested in their own identity, as they are maturing and coming into their own identity (interest). This was assessed through a preassessment at the beginning of my time with them in which a series of questions was asked to them about what they are like and what they like to do. Students will be grouped for analysis of personality types based on results of the multiple intelligences test. Students who have different predominant intelligences results will be grouped together for more stimulating discussion (readiness).

LE 2: Having completed the previous learning experience about their own personality and personality type, students will feel prepared to talk about other aspects of their identity, as is done by the social identities chart that students will work to complete (readiness). Visual representations of identity and privilege will help visual learners to connect important pieces about the topic (learning style). Students will be grouped into small groups for the discussion of the article on social identities. Students will be grouped using flexible grouping for mixed readiness with the language and interest (readiness). One student will serve as the facilitator that begins the discussion; one student will be the recorder that takes notes on pertinent conversation information and questions. One other student will serve as the questioner that then asks all questions during the discussion with Dr. Attig. The fourth student will serve as a timekeeper to ensure the group stays focused and on task.

LE 3: Having completed an exploration of their own identity through learning experiences 1 and 2, students will now be able to relate their identities and privilege to the community around them (readiness). Giving students an opportunity to participate in service for the community will allow

bodily/kinesthetic learners to be physically in an environment that will allow them to experience

privilege in real time (learning style). Students will be grouped based on mixed readiness with

their language skills for writing the resources and through interest for fieldwork. Students will

continue this field experience throughout the rest of the investigation, and if possible, the rest of

the expedition.

LEARNING EXPERIENCES: (List the 3-5 learning experiences here that you will implement

as part of the investigation. You will plan these in-depth using the learning experience template.

These are multidisciplinary, lasting 2-4 days each, and can occur with separate teachers or with

co-teaching.)

LE 1: Personalidad (3 days)

Description: Students will learn and practice utilizing adjectives to describe themselves. Students
will complete a multiple intelligences test that helps them to describe themselves as students.
Students will start thinking critically about how different components of their personality can
affect their identity. Students will complete a "Soy Yo" project in which they will create a
collage to represent their personality using pictures, words, and ideas.

Mini lessons/workshop (specify days):
Day 1: exploration of personality types using multiple intelligences test
Day 2: Workshop 1.0 for "Soy Yo" projects; students may use Canva.com, Postermywall.com,
Google Slides, paper and art materials to create their project
Day 3: gallery walk of "Soy Yo" projects

Student role: (including focused group work)
Day 1: Students will take multiple intelligences tests and then share out with a group.
Day 2: Students will give feedback to other students about their projects during drafting;
feedback given based on a protocol (+ Me gusta, ? Te pregunto, * Una sugerencia).
Day 3: Students will present their "Soy Yo" project and view others' presentations.

LE 2: Identidades sociales (3 days)

Description: Students will complete a social identities chart that will explore their different
identities. Students will also participate in a discussion/small project about privilege and
intersectionality and how certain identities are affected by these issues. Students will be joined

virtually (or in person) by Dr. Remy Attig, a professor at Bowling Green State University that specializes in linguistics and translation as it relates to marginalized identities, especially queer, feminist, and racial identities. Dr. Attig will speak to the students about what social identities play a role in his life as a Spanish speaker.

Mini lessons/workshop (specify days):
Day 1: Mini lesson on reading strategy (asking questions) using anchor text (*Yo soy*). Students will practice writing questions about the main character.
Day 2: Reader's Workshop focus on asking questions - Students will group read the social identities article and then complete the social identities charts. Students will then discuss their thoughts and feelings on the matter using the group roles.
Day 3: N/A

Student role: (including focused group work)
Day 1: Students will draft questions to ask the main character about her identities.
Day 2: During workshop, each student will serve as a facilitator, timekeeper, questioner, or recorder.
Day 3: Students will be engaged in the presentation given by Dr. Attig. They will be grouped with the same group from the previous day (questioner will ask questions during the presentation). After, they will complete exit slips of their reaction and thoughts about the presentation.

LE 3: Identidades y vida (5 days)

Description: Students will explore their local community by participating in fieldwork with a local community center, Adelante (a Latinx community resource center in Toledo, OH). Since they have learned about privilege of identity and are well-versed in the identities that may be marginalized. Students will create resources to help the people that attend this community center. Students will create resources pertaining to English Language Learners in the community as a way to support Adelante and create comprehensible communicative opportunities in Spanish between students and community members.

Mini lessons/workshop (specify days):
Day 1: field visit to community center for research of resources.
Day 2: Writer's workshop 2.0 to draft resources for ELLs at Adelante
Day 3: field visit 2 to show resources to leadership and request feedback/approval (revisions pending feedback/approval)
Day 4: field visit 3 to hand out resources and put posters of resources up around center.
Day 5: service day of tutoring with English Language Learners (conversational partners to enhance speaking skills)

Student role: (including focused group work)
Day 1: Students act as researchers to discover what resources are needed at the center.
Day 2: Students draft resources and work in groups to give and receive feedback from other students. Students will give feedback based on a protocol (+ Me gusta, ? Te pregunto, * Una

sugerencia). Students will be focused on the writing trait of ideas. The purpose is to communicate clearly to the community members.
Day 3: Students return to field to seek feedback from experts.
Day 4: Students return to the field and work in groups to pass out resources and hang up other resources around the center.
Day 5: Students act as tutors and may work in groups to have conversations with ELLs.

ANCHOR TEXT(S): (What focal text(s) will you use to carry through the investigation?

(articles, short stories, non-fiction text/s, fiction, poetry, etc.)

- Yo Soy by Jacquelyn León

SUMMATIVE ASSESSMENT (performance or project):

(What will students do at the end of the investigation to demonstrate what they learned? What

will students write? How will they present their work, and to what audience?

How will they document the process? What service does it provide to our community? How

will students be evaluated? (attach rubric with expectations, in world language)

A "Mapa de Identidades" assignment will be the summative assessment of this in-depth

investigation. This assessment will ask students to create a map of their hometown, or town of

their choice, and connect different locations to aspects of their identity. For example, a student

could connect a soccer field at the local recreation center to their identity as a soccer player or

the art center to their identity of being an artist. This will allow students to explore different

aspects, in relation to an area that is important to them, to draw conclusions between how their

life has affected their identities and their privilege. Students will use this map to dissect and

pinpoint places where their identities came from. Students will then place their maps up around

the classroom and complete a gallery walk in which they explore others' identities that may or

may not be similar to their own. Rubric and expectations attached in Appendix A.

FORMATIVE ASSESSMENT or (performance or product): (What assessments will be completed for each learning experience to develop the culminating project? What will you and students use to assess learning and how will the quality of work be evaluated?)

LE 1: Students will complete a multiple intelligences test and collage project ("Soy Yo") as a first step in their investigation into identity. The "Soy Yo" project serves as their summary of learning for this first experience. A rubric similar to Appendix A is used. Students can earn up to 15 points, 5 for each category (content, communicative goal, and accuracy of the language).

LE 2: Students will participate in the workshop using the article on social identities. Students can earn up to ten points on this discussion based on participation (judged through self-evaluation and peer evaluations: average of ratings from all will be taken). Students will complete the social identities chart used in the discussion with their group. They can earn 5 points for the completion of this chart. Students will also earn 5 points for completion of the exit slip in which they react and express their thoughts and opinions on the presentation given by Dr. Attig.

LE 3: Students will earn 30 points for the completion of the resources they create for Adelante. Students will be expected to complete 3 resources of 10 points each that help community members gain more insight or access to resources in the area. Rubric attached to learning experience plan.

FIELDWORK/EXPERTS: (In what fieldwork will you engage students, either/both on and off-site? What experts do you want the students to consult with during the investigation, may not occur for each learning experience?)

Experts: In learning experience during 2, students will be visited by Dr. Remy Attig, a professor from Bowling Green State University whose specialization is in translation and linguistics with a focus on marginalized identities. This comes during the section in which students are exploring social identities and privilege in their own life.

Fieldwork: During learning experience 3, students will act as resources for English Language Learners at Adelante, a resource and community center for Latin Americans in Toledo. Students will research what resources are necessary to help this community during their first field visit with a leader and representatives of the community center. This will help them decide topics for the resources that they will create in the next days of the experience.

SERVICE: (How will service be an integral part of the expedition? What service will your students take part in during the investigation?)

In this investigation, students will act as tutors, after they have created the resources, for English Language Learners at the local community center. Students, as predominantly English native speakers will be able to help the community members develop their speaking skills in a natural way, through conversation. This will continue on as an ongoing service experience after this first initial contact day. Students will participate in this tutoring once a week (at least) for the rest of the investigation and maybe the whole expedition..

RESOURCES: (What resources will you need to complete this investigation?)

LE 1:

- Multiple Intelligences Test: https://www.psicoactiva.com/test/educacion-y-aprendizaje/test-de-las-inteligencias-multiples/

- Art supplies or digital software for "Soy Yo" project

LE 2:

- Identidad Social article: https://www.significados.com/identidad-social/
- Social Identities chart: https://ppl-co.com/quizzes/exercise-social-identity-wheel-questions/social-identity-wheel/ (will be converted to Spanish)
- *Yo Soy Muslim* by Mark Gonzales

LE 3:

- Adelante Community Center homepage: https://www.adelantetoledo.org/get-involved
- Art supplies or digital software for making resources

DISCIPLINE INTEGRATION: (How will you integrate different curricula into the investigation? Are there components of the investigation that lend themselves to one or more disciplines?)

Current events and social issues inform this investigation, specifically learning experiences 2 and 3. Using the skills they have developed during previous history classes and ones that we will refine during this expedition; students will explore social issues and current events as they relate to identities and privilege. The Social Studies Standards set above will guide students through the research portion of conducting research in the field during learning experience 3. The standards also provide some civic partnership guidelines that will serve as community guidelines alongside respect, compassion and others. Students will use technology throughout every step of the investigation. Using digital resources appropriately to collaborate and collect information is essential in successfully all three experiences but is extremely important in completing research and resource production during learning experience 3. Students will also be expected to create the resources for learning experience 3 and complete the social identities chart (LE 2) and even the "Soy Yo" project of learning experience 1 using Microsoft Word, GoogleDocs, or some other digital creation software. Students can also utilize their Chromebooks for any other research they see fit during the investigation. Also, during the investigation, students will be participating in a Writer's Workshop which will be focused by the Ohio K-12 Writing Standards.

Appendix A:

Mapa de Identidades

Crea un mapa de un lugar imporante para ti. Puede ser dónde naciste o una ciudad o pueblo importante en tu vida. Marca lugares importantes que influyen tus identidades personales.

Por ejemplo, marco el Lago Erie porque nací en una ciudad cercana y fui a pescar muchas veces con mi padre.

Explora aspectos diferentes de tu identidad, como tu identidad escolar y tu identidad en familia.

Tú serás calificado basado en esta rúbrica.

	10 puntos	7 puntos	5 puntos	0 puntos
Contenido (10 puntos)	El mapa está relacionado con la identidad de la persona en una manera muy clara.	El mapa está relacionado con la identidad de la persona, pero no está tan claro.	El mapa no está relacionado con la identidad de la persona, pero trata de relacionar los dos.	El mapa no está relacionado con la identidad de la persona en ninguna manera.
El gol comunicativo (10 puntos)	El mensaje es muy claro y es fácil de entender para todas las personas.	El mensaje es poco claro; no está claro para todas las personas.	El mensaje no es claro. Confunde a muchas personas.	No hay mensaje.
Exactitud (10 puntos)	La lengua está clara y hay pocos o ningún error que impiden la comunicación.	La lengua es clara, pero hay pocos errores que impiden la comunicación.	La lengua no es clara; hay errores que impiden la comunicación.	La lengua no es clara; hay muchos errores que impiden la comunicación.
				/30

Personalidad: Learning Experience 1 Plan

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: Personalidad

GUIDING QUESTION(S): ¿Quién soy? ¿Cómo soy? (Who am I? What am I like?)

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand…

- Vocabulary relating to personalities, such as "lógico, interpersonal, etc."
- Differences that exist between people and how they relate to personality traits.
- Multiple intelligences and their relation to people's personalities.
 Skills and habits

Students will practice and be able to…

- Analyze characteristics of their own personality type and others.
- Utilize familiar software to create products related to the experience.
- Use context clues and familiar structures to understand unfamiliar contexts.
 Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of…

- Self-discovery as they work to understand their own personalities.
- Responsibility for learning as they complete experiences.
- Compassion for themselves and others as we self-analyze.
- Self-reflection as they analyze how their personality can affect themselves.

STANDARDS: (Choose the standards that apply to your lesson, including state and national

standards)

National World Language Standards:
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

OH World Language Standards:
Interpretive Literacy:
-Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. (NM)
-Use digital and cultural resources appropriately. (NM)
Interpersonal Literacy:
> 2. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. (NM)

Interpretive Listening and Viewing:
-Identify the topic and simple related information from a cultural documentary or story. (IL)
-Recognize common opening and closing words in oral or video storytelling. (NL)
-Follow simple directions for classroom tasks or routines. (NL)
Presentational Intercultural Communication:
4. Provide simple details about self, interests and activities. (NM)

OH Social Studies Standards:
Civic Partnership and Skills:
9. Collaboration requires group members to respect the rights and opinions of others.
11. Groups are accountable for choices they make and actions they take.
10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

OH Writing Standards K–12
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

OH Learning Standards for Technology:
Information and Communications Technology:
9-12.ST.2.a. Demonstrate and advocate effective collaboration strategies and techniques using technology.
9-12.ST.2.b. Describe and demonstrate professionalism and civility in communications and collaborative environments.
K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content

based on interest, readiness, learning style, and/or affect/environment for *this particular* learning

experience)

Students at this age are highly motivated and interested in their own identity, as they are

maturing and coming into their own identity (interest). This was assessed through a

preassessment attached below in which a series of questions was asked to them about what they

are like and what they like to do (interest). Students will be grouped for analysis of personality

types based on results of the multiple intelligences test; students who have different predominant

intelligences results will be grouped together for more stimulating discussion (readiness).

FORMATIVE ASSESSMENT: (Explain products or performances and how they are

evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Multiple Intelligences test and results discussion (10 points; graded using average of

group discussion evaluation forms attached below).

DAY 2: Students create "Soy Yo" projects using digital software or on paper. Rubric attached in

materials. Students can earn 15 points, 5 for each category (content, communicative goal, and

accuracy of the language).

DAY 3: N/A (gallery walk)

MINI-LESSON(S): (Explain what daily explicit instruction of content will occur, i.e. grammar,

vocabulary, literacy strategies, peer editing strategies)

DAY 1: N/A

DAY 2: Workshop 1.0; Starts by the teacher demonstrating an example of the product that students will be expected to create, a graphic representation from the anchor text that shows the students the main characters identity. Students will identify important elements of the product and what each element represents, for example the bridge represents her hometown of Trenton, NJ that is crucial to her childhood. Students will then create a graphic that represents their personality with images, words, and phrases. Then, they will discuss their project and receive feedback from other students following the feedback protocol outlined here:

+ Me gusta

? Te pregunto

* Una sugerencia

DAY 3: N/A

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students will be grouped to debrief the multiple intelligences test.

DAY 2: Students will work in groups to give feedback to each other about their "Soy Yo" projects.

DAY 3: N/A

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Student grade comes from average of group discussion evaluation from other members and self-evaluation; material attached in appendix. 10 points can be earned.

DAY 2: "Soy Yo" projects will be graded based on rubric that is used to evaluate students'

ability to meet communicative goal, the accurate use of language, and the inclusion of relevant

content in the project. 15 points can be earned.

DAY 3: N/A

Teacher role: (Explanation of teacher's actions during group work)

DAY 1: Teacher will serve as proctor of test. They will give instructions and help students

navigate the multiple intelligences test. The teacher will also circle during discussions to pose

prompting questions, such as "¿Has notado este antes de la prueba?".

DAY 2: The teacher will show an example of a "Soy Yo" project from the anchor text, "Soy Yo"

by Jacquelyn León. There is a collaged image of different pictures and representations of

Khyla's identity that the teacher will model as an example of this project using the descriptions

and captions that the book provides. This will help students begin the workshop to create their

own. Teacher will also circle to help students with the feedback protocol during the workshop.

DAY 3: The teacher will serve as the curator of the gallery walk. She will begin the walk with

the students and then allow them to continue on their own. She will circle through the gallery and

prompt the students to stay in the target language if necessary.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside

expertise, or service to the school or community)

DAY 1: N/A

DAY 2: N/A

DAY 3: N/A

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- Preassessment:

Get to Know Me!

Preferred Name (what you want to be called):
1.   What are three things you like to do in your free time?

2.   Highlight your three favorite topics.

_ Theater   _ Music
_ Writing   _ Sports
_ Computers   _ Math
_ Social Studies   _ Science
_ World Languages   _ Politics
Why are they your favorite?

3.   What are you the expert in? What topic would people come to you for information on?

4.   In school, I prefer to work (highlight what you prefer, could be more than one):
_ Alone
_ With one other person
_ In a small group
_ In a larger group
_ Together as a class
5.   In school, I learn best (highlight what you prefer, could be more than one):
_ Alone
_ With one other person
_ In a small group
_ In a larger group
_ Together as a class

8. What accomplishments are you most proud of (in your school or personal life)?

9. What extracurriculars are you involved in/would like to be involved in?

10. What else would you like me to know about you?

11. How would you describe yourself?

12. How would your friends describe you?

13. How would your parents describe you?

14. My goal for this expedition:

15. My goal for this investigation:

16. My goal for this experience:

My Learning Style

Place an X in the columns which you think align with the learning style you think suits you best. (You may pick more than one.)

Learning Style	Descriptions	
Verbal/Linguistic	I learn best through spoken word, recordings, writing, conversations and lecturing.	
Logical/Mathematical	I learn best through using logic to understand reasoning.	
Visual/Spatial	I learn best through images, pictures, and seeing examples.	
Bodily/Kinesthetic	I learn best through movement and hands-on activities.	
Musical	I learn best through music and sound.	
Interpersonal	I learn best when interacting with others during group work and collaboration.	
Intrapersonal	I learn best through feelings, attitudes, and values.	
Naturalist	I learn best by being outside and learning about the natural world.	
Existential	I learn best when focusing on the big picture and how the world works.	

- Multiple Intelligences Test: https://www.psicoactiva.com/test/educacion-y-aprendizaje/test-de-las-inteligencias-multiples/
- Group Discussion evaluation (grade is averaged from all group members):

Evaluación de grupo: Discusiones

Mi participación en el grupo: _____/10

¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

<div align="center">Evaluación de grupo: Discusiones</div>

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

<div align="center">Evaluación de grupo: Discusiones</div>

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

<div align="center">Evaluación de grupo: Discusiones</div>

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

Students will work on communicating ideas through images and words and phrases in the target

language. Students will practice utilizing new vocabulary to produce a creative written product.

The literacy focus of this experience is the Workshop 1.0 (Berger, Woodfin, Vilen, 2016)

completed on day two of the experience. This is when the students will be able to utilize new

vocabulary and practice using grammar to help convey their message effectively. Students will

use the feedback from peers (feedback protocol below) to revise their original work. While the

students are discussing their work and giving feedback, the teacher will be circulating and

ensuring the students are on task and giving feedback based on the same protocol the students are

using. After the revision process, students will have a conference with the teacher to receive

more detailed feedback. The feedback protocol used will be:

> \+ Me gusta
>
> ? Te pregunto
>
> * Una sugerencia

Resources being used for literacy strategies: (Materials)

- https://www.postermywall.com/index.php/landingpage
- https://www.canva.com
- Rubric for "Soy Yo" projects.

SOY YO

Crea una representación visual de su personalidad. Incluye detalles personales y imágenes que representan cualidades de tu personalidad.

Por ejemplo, yo incluyo una manzana y las palabras alegre y extrovertida, porque soy una profesora de español y es muy importante en mi personalidad. Soy feliz, simpática y emocionada.

Explora aspectos diferentes de tu personalidad, como las cosas que te gustan y tus emociones. Incluye cinco (5) imágenes y una descripción corto (~2 frases) para cada uno.

Tú serás calificado basado en esta rúbrica.

	5 puntos	4 puntos	2 puntos	0 puntos
Contenido (5 puntos)	El proyecto es relacionado con tu personalidad en una manera muy claro.	El proyecto es relacionado con tu personalidad, pero no es tan claro.	El proyecto no es relacionado con tu personalidad, pero trata relacionar.	El proyecto no es relacionado a tu personalidad en ninguna manera.
El gol comunicativo (5 puntos)	El mensaje es muy claro y es fácil de entender para todas las personas.	El mensaje es poco claro; no es claro a todas las personas.	El mensaje no es claro. Confunde muchas personas.	No hay mensaje.
Exactitud (5 puntos)	La lengua es clara y hay pocos o ningunos errores que no impiden la comunicación.	La lengua es clara, pero hay pocos errores que impiden la comunicación.	La lengua no es clara; hay errores que impiden la comunicación.	La lengua no es clara; hay muchos errores que impiden la comunicación.
				/15

Identidades Sociales: Learning Experience 2 Plan

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: Identidades sociales

GUIDING QUESTION(S): ¿Qué son identidades sociales? ¿Qué son mis identidades sociales?

¿Cómo me influyen?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand…

- Vocabulary relating to social identities, such as "género (gender), etc."
- The importance of social identities and their influence on people's lives.
  Skills and habits

Students will practice and be able to…

- Use context clues and familiar structures to understand unfamiliar contexts.
- Identify identities and privileges that exist within their identities.
- Ask questions for clarification or more information on familiar topics.
  Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of…

- Self-discovery as they work to understand their own identities.
- Responsibility for learning as they participate in discussions and individual work.
- Compassion for others and inclusion as we discuss heavy, personal topics.
- Self-reflection as they analyze how their identities can affect themselves.

STANDARDS: (Choose the standards that apply to your lesson, including state and national

standards)

National World Language Standards:
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

OH World Language Standards:
Interpretive Literacy:

-Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. (NM)
-Use digital and cultural resources appropriately. (NM)

Interpersonal Literacy:
3. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. (NM)

Interpretive Listening and Viewing:
-Identify the topic and simple related information from a cultural documentary or story. (IL)
-Recognize common opening and closing words in oral or video storytelling. (NL)
-Follow simple directions for classroom tasks or routines. (NL)

Presentational Intercultural Communication:
2. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. (IM)
4. Provide simple details about self, interests and activities. (NM)

OH Social Studies Standards:
Heritage:
3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
Civic Partnership and Skills:
9. Collaboration requires group members to respect the rights and opinions of others.
11. Groups are accountable for choices they make and actions they take.
10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.
Human Systems:
8. Communities may include diverse cultural groups.
13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

OH Writing Standards K–12
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

OH Learning Standards for Technology:
Information and Communications Technology:
9-12.ST.2.a. Demonstrate and advocate effective collaboration strategies and techniques using technology.
9-12.ST.2.b. Describe and demonstrate professionalism and civility in communications and collaborative environments.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness, learning style, and/or affect/environment for *this particular* learning experience)

Having completed the previous learning experience about their own personality and personality type, students will feel prepared to talk about other aspects of their identity, as is done by the social identities chart that students will work to complete (readiness). Visual representations of identity and privilege will help visual learners to connect important pieces about the topic (learning style). Students will be grouped into small groups for the discussion of the article on social identities. Students will be grouped using flexible grouping by role preference and mixed readiness for reading in Spanish. (readiness) Students will be asked which role they prefer on the last day of LE 1. One student will serve as the facilitator that begins the discussion; one student will be the recorder that takes notes on pertinent conversation information and questions. One other student will serve as the questioner that then asks all questions during the discussion with Dr. Attig. The fourth student will serve as a timekeeper to ensure the group stays focused and on task. (readiness)

FORMATIVE ASSESSMENT: (Explain products or performances and how they are evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Students participate in a mini lesson in which they practice reading strategies of the anchor text and draft questions. This will not be graded.

DAY 2: Students will participate in the workshop using the article on social identities. Students can earn up to ten points on this discussion based on participation (judged through self-evaluation and peer evaluations: average of ratings from all will be taken). The self and group

evaluation form is attached in materials. Students will complete the social identities chart used in the discussion with their group. They can earn 5 points for the completion of this chart.

DAY 3: Students will also earn 5 points for completion of the exit slip in which they react and express their thoughts and opinions on the presentation given by Dr. Attig.

MINI-LESSON(S): (Explain what daily explicit instruction of content will occur, i.e. grammar, vocabulary, literacy strategies, peer editing strategies)

DAY 1: Students will have a mini lesson on reading strategies necessary as the first step of the workshop they will complete on day two. The reading strategy focus is asking questions. Students will read the anchor text and draft questions to ask the main character about identities.

DAY 2: Students will participate in a Reader's workshop in which they read an article with a partner or group and then discuss their thoughts and draft questions to ask Dr. Attig about on the third day. Some questions the teacher will model will be things like: "Qué crees que sea la relación entre una identidad social cómo la orientación sexual y una interacción con la comunidad?" o "¿Tienes experiencias con personas que se enfrentaron con discriminación?"

DAY 3: Students will ask Dr. Attig questions about identity and his experiences during his presentation.

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students will work individually to draft questions to ask the main character of the anchor text.

DAY 2: Students will be grouped to read an article and the completion of the social identities chart. During the group read, drafting of questions, and discussions, each student in a group of

four will have a role. The facilitator will host the discussion and begin the conversation. The next student will be the timekeeper who makes sure that the group is on task and moving along in a timely manner. One student will be the questioner; they will be the one who records and asks the questions to Dr. Attig that are drafted by the group. The last student will be the recorder who keeps notes on the discussion and can help the questioner keep a log of the questions.

DAY 3: Students will participate actively in the discussion and presentation by Dr. Attig. The questioner from each group will be responsible for asking the questions their group drafted.

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Student will submit the questions they drafted from the anchor text reading mini lesson. Students can earn ten points for them. This is graded upon completion as a formative assessment. Handout material attached below.

DAY 2: On day two students will complete a discussion as part of the reader's workshop. This discussion will be graded based on average participation evaluations of the group. Handout material attached below. Each member will evaluate themselves and all other members of the groups.

DAY 3: Students will complete a complete an exit slip that measures their comprehension and understanding of the presentation from Dr. Attig. Students can earn 5 points and they will react and express their thoughts and opinions on the presentation. Material attached below.

Teacher role: (Explanation of teacher's actions during group work)

DAY 1: Teacher will lead mini lesson on reading strategies (asking questions). Teacher will help

the students draft questions and work to understand the reading.

DAY 2: The teacher will help students to work in their groups to read and understand the article

and social identities chart. Then, the teacher will circle when students are drafting questions

within their group. Teacher serves as a resource and guide.

DAY 3: Teacher will be the host of the presentation. They will introduce Dr. Attig and facilitate

questions between the students and Dr. Attig.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside

expertise, or service to the school or community)

DAY 1: N/A

DAY 2: N/A

DAY 3: Expert visit from Dr. Attig of Bowling Green State University. His specialization is in

translation and linguistics with a focus on marginalized identities.

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- Zoom

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

The literacy focus of this learning experience is the Reader's workshop (Burke 2016) that is

stretched over day one and two. The reading strategy (Keene & Zimmerman 2007) that this

workshop focuses on is asking questions. Students work through a mini lesson with a focus on

the anchor text (*Yo Soy* by Jacquelyn León) and asking questions. Then, they work through a

reading on social identities and complete a social identities chart before drafting questions for

Dr. Attig on day three. Students have roles within their group work that makes them take an

active role in each piece of their experience. This reflects active pedagogy (EL Core Practices 2018) in which students must take an active role in their own education. Students take part in instruction with a focus on discovery, inquiry, critical thinking, etc. Students will work on communicating ideas through images and words and phrases in the target language. Students will practice utilizing new vocabulary and ideas to ask questions to an expert about a relevant topic.

Resources being used for literacy strategies: (Materials)

- Anchor Text Questions:

Preguntas para Khyla
Yo Soy por Jacquelyn León

Escribe 5 o más preguntas para una conversación con Khyla. Le pregunta de su nombre y su familia.

_____

_____

_____

_____

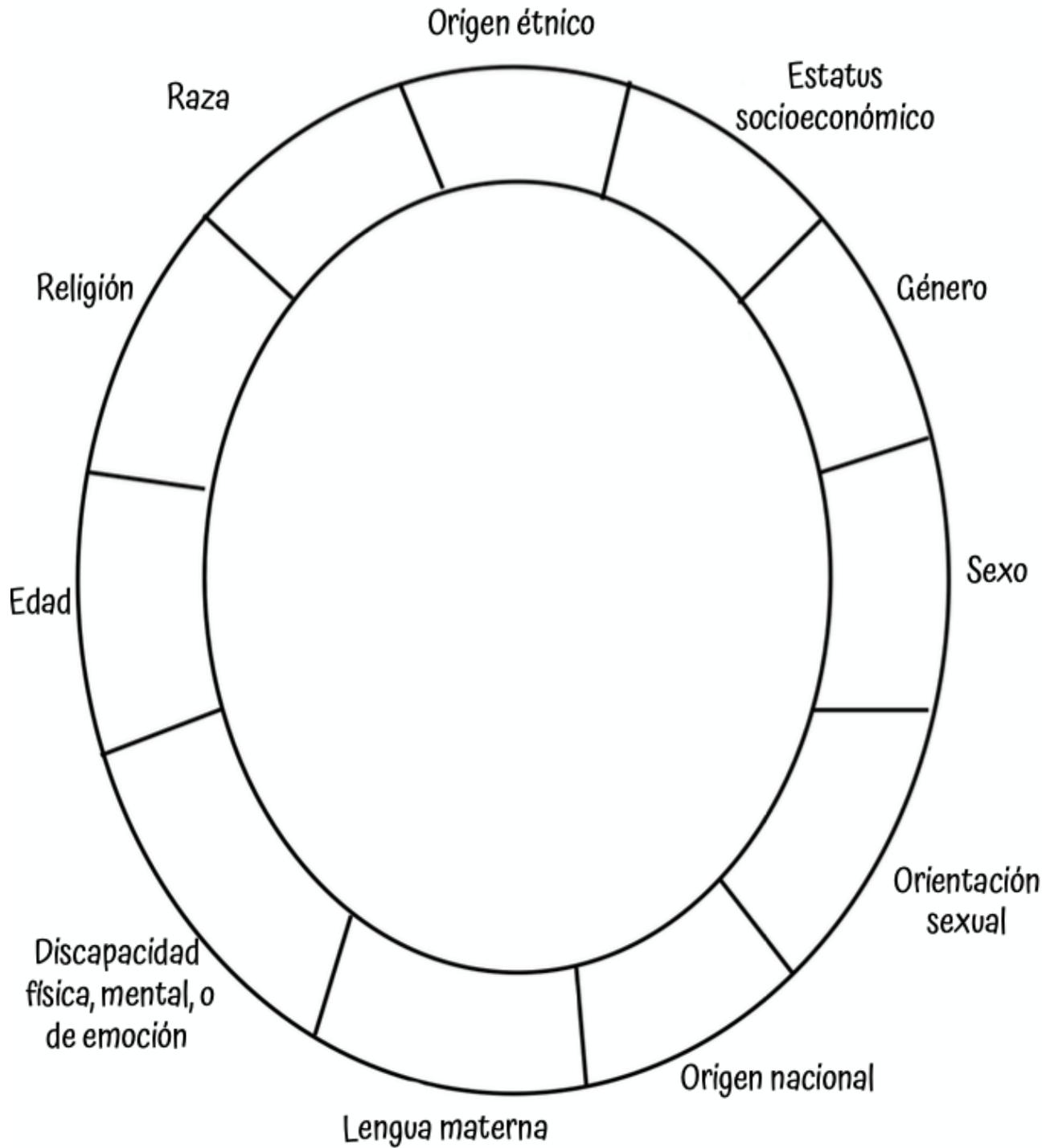## Preguntas para Khyla
Yo Soy por Jacquelyn León

Escribe 5 o más preguntas para una conversación con Khyla. Le pregunta de su nombre y su familia.

_____

_____

_____

- Social Identities Chart:

IDENTIDADES SOCIALES

Nombre:

Origen étnico

Raza

Estatus socioeconómico

Religión

Género

Edad

Sexo

Discapacidad física, mental, o de emoción

Orientación sexual

Lengua materna

Origen nacional

- - Group Discussion evaluation (grade is averaged from all group members):

Evaluación de grupo: Discusiones

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

Evaluación de grupo: Discusiones

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

Evaluación de grupo: Discusiones

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

Evaluación de grupo: Discusiones

Mi participación en el grupo: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

La participación en el grupo de _____: _____/10
¿Por qué? _____

- Exit slip assessment

Tarjeta de salida

¿Cómo fue la presentación? ¿Cómo te sientes?

_____

_____

_____

¿Qué aprendiste?

_____

_____

_____

_____

Tarjeta de salida

¿Cómo fue la presentación? ¿Cómo te sientes?

_____

_____

_____

¿Qué aprendiste?

_____

_____

_____

_____

_____

Identidades y Vida: Learning Experience 3 Plan

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: Identidades y vida (5 days)

GUIDING QUESTION(S): ¿Cómo relacionan mis identidades a la comunidad? ¿Qué necesitan las personas de culturas diferentes en mi comunidad?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand…

- The importance of identities in the local community
- The importance of social identities and their influence on people's lives.
- Cultural differences between their culture and the target culture.
Skills and habits

Students will practice and be able to…

- Utilize familiar software to create products related to the experience.
- Use context clues and familiar structures to understand unfamiliar contexts.
- Identify identities and privileges that exist within their identities.
- Create resources on specific topics that provide important, relevant information.
Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of…

- Self-discovery as they work to understand their own identities.
- Responsibility for learning as they complete experiences, fieldwork, and service.
- Compassion for others and inclusion as we discuss heavy, personal topics.
- Self-reflection as they analyze how their identities can affect themselves.

STANDARDS: (Choose the standards that apply to your lesson, including state and national

standards)

National World Language Standards:
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

OH World Language Standards:
Interpretive Literacy:
-Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. (NM)
-Use digital and cultural resources appropriately. (NM)
Interpersonal Literacy:
   4. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. (NM)
Interpretive Listening and Viewing:
-Identify the topic and simple related information from a cultural documentary or story. (IL)
-Recognize common opening and closing words in oral or video storytelling. (NL)
-Follow simple directions for classroom tasks or routines. (NL)
Presentational Intercultural Communication:
   3. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. (IM)
4. Provide simple details about self, interests and activities. (NM)

OH Social Studies Standards:
Heritage:
3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
Civic Partnership and Skills:
9. Collaboration requires group members to respect the rights and opinions of others.
11. Groups are accountable for choices they make and actions they take.
10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.
Human Systems:
8. Communities may include diverse cultural groups.
13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

OH Writing Standards K–12
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

OH Learning Standards for Technology:
Information and Communications Technology:
9-12.ICT.2.b. Independently construct an evaluative process for information sources chosen for a learning task.
9-12.ST.2.a. Demonstrate and advocate effective collaboration strategies and techniques using technology.
9-12.ST.2.b. Describe and demonstrate professionalism and civility in communications and collaborative environments.
K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness, learning style, and/or affect/environment for *this particular* learning experience)

Having completed an exploration of their own identity through learning experiences 1 and 2, students will now be able to relate their identities and privilege to the community around them (readiness). Giving students an opportunity to participate in service for the community will allow bodily/kinesthetic learners to be physically in an environment that will allow them to experience privilege in real time (learning style). Students will be flexibly grouped based on mixed readiness for reading and same learning style/interest (readiness).

FORMATIVE ASSESSMENT: (Explain products or performances and how they are evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Students will do research in the first fieldwork experience of what resources will be necessary for the community. This is ungraded.

DAY 2: Students will earn 30 points for the completion of the resources they create for Adelante. Students will be expected to complete 3 resources of 10 points each that help community members gain more insight or access to resources in the area. Rubric attached below.

DAY 3: Students will go back out into the field to receive feedback from leaders in the community center. This feedback will inform the students' revisions that will result in their final product to be graded using the rubric mentioned in day two.

DAY 4: Students will return to the field to hang up the posters and interact with the community by handing out resources to the community. This is ungraded.

DAY 5: Students can earn 5 points for each tutoring session they take part in, starting with this day and continuing on throughout the expedition.

MINI-LESSON(S): (Explain what daily explicit instruction of content will occur, i.e. grammar, vocabulary, literacy strategies, peer editing strategies)

DAY 1: N/A

DAY 2: Students participate in a Writer's workshop. Students will be introduced and enaged in the experience from their initial visit to Adelante the day before. Then, day 2 has the students grappling with drafting resources for the community center.

DAY 3: Students will share their resources and then receive feedback from leaders at Adelante and other students. They must then focus on revision for effectiveness following the guide of their feedback.

DAY 4: N/A

DAY 5: N/A

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students in groups will go out into the field and record resources that the community members have said would be beneficial and any ideas the students may come up with.

DAY 2: Students will draft 3 resources per group. Students will each take part in creation of resources including visuals, writing, and revision.

DAY 3: Students will all record feedback from leaders in the community center and make the necessary revisions.

DAY 4: Several groups will be responsible for hanging up posters and others for passing out flyers to community members.

DAY 5: All students will take part in language exchange/tutoring with community members. Students can group up for this if they feel more comfortable doing so.

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Students are not graded for this experience. Students must take responsibility for their own learning and participation.

DAY 2: Rubric used to evaluate resources attached below. 30 points can be earned by students, 10 for each of 3 resources.

DAY 3: Students are not graded specifically for this experience, but the revision process results in the products evaluated by the rubric mentioned in day 2 and attached below.

DAY 4: Students are not graded for the distribution of resources. They are responsible for keeping themselves and others accountable.

DAY 5: Students can earn 5 points for each of the tutoring/language exchange experiences they take part in.

Teacher role: (Explanation of teacher's actions during group work)

DAY 1: The teacher will serve as a liaison introducing students to the members of Adelante.

DAY 2: The teacher will serve as a resource while they are drafting their resources. The teacher can offer feedback and provide students with materials.

DAY 3: Teacher will serve as a liaison once again as students enter the field again.

DAY 4: The teacher will help students distribute materials and hang resources using materials the teacher provides.

DAY 5: The teacher will help the leaders of the community center to host the tutoring/language exchange sessions.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside expertise, or service to the school or community)

DAY 1: Students visit Adelante Community Center to see what type of resources they think would be important for people at Adelante to have access to. They will talk with administrators, volunteers, and community participants to ask about the resources.

DAY 2: N/A

DAY 3: Students visit Adelante again to gain approval and feedback about their resources from the leadership.

DAY 4: Students visit the center again to hand out resources and put up posters around the center after revisions on day 3.

DAY 5: Students will begin tutoring experience with English Language Learners. They will

participate in a language exchange with community members. They will support the growth of

language skills from both ends as they speak English with the community members to help their

English proficiency and also speak Spanish with the community to develop their own skills.

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- www.canva.com
- www.postermywall.com

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

Students will work on communicating ideas through images and words and phrases in the target

language. Students will practice utilizing new vocabulary and grammar to produce a creative and

effective written product. The literacy focus of this experience is the Writer's workshop 2.0

(Burke & Holbrook 2018; Berger et al. 2016) completed on day two and three of the experience.

Students will draft three resources for the community members of Adelante in groups. Then, they

will discuss their project and receive feedback from the leaders of Adelante and other students.

Students will then use this feedback to revise their original work with a renewed focus on

grammar usage to engage effective communication through word choice and fluidity of their

writing.

Resources being used for literacy strategies: (Materials)

- Rubric and Handout for Resources:

Recursos

Crea 3 recursos con tu grupo. Necesitan ser útiles a los miembros de la comunidad de Adelante. Por ejemplo, puedes crear un recurso de información sobre alguien que quiere ir a la universidad. ¿Qué necesita saber antes de irse? Explora aspectos diferentes de sus vidas cómo la vida escolar o un trabajo.

Tú serás calificado basado en esta rúbrica.

Recurso 1	4 puntos	3 puntos	2 puntos	0 puntos
Contenido (4 puntos)	El mapa está relacionado con la identidad de la persona en una manera muy clara.	El mapa está relacionado con la identidad de la persona, pero no está tan claro.	El mapa no está relacionado con la identidad de la persona, pero trata de relacionar los dos.	El mapa no está relacionado con la identidad de la persona en ninguna manera.
El gol comunicativo (3 puntos)		El mensaje es muy claro y es fácil de entender para todas las personas.	El mensaje es poco claro; no está claro para todas las personas.	El mensaje no es claro. Confunde a muchas personas.
Exactitud (3 puntos)		La lengua está clara y hay pocos o ningún error que impiden la comunicación.	La lengua es clara, pero hay pocos errores que impiden la comunicación.	La lengua no es clara; hay errores que impiden la comunicación.
				/10

Recurso 2	4 puntos	3 puntos	2 puntos	0 puntos
Contenido (4 puntos)	El mapa está relacionado con la identidad de la persona en una manera muy clara.	El mapa está relacionado con la identidad de la persona, pero no está tan claro.	El mapa no está relacionado con la identidad de la persona, pero trata de relacionar los dos.	El mapa no está relacionado con la identidad de la persona en ninguna manera.
El gol comunicativo (3 puntos)		El mensaje es muy claro y es fácil de entender para todas las personas.	El mensaje es poco claro; no está claro para todas las personas.	El mensaje no es claro. Confunde a muchas personas.
Exactitud (3 puntos)		La lengua está clara y hay pocos o ningún error que impiden la comunicación.	La lengua es clara, pero hay pocos errores que impiden la comunicación.	La lengua no es clara; hay errores que impiden la comunicación.
				/10

Recurso 3	4 puntos	3 puntos	2 puntos	0 puntos
Contenido (4 puntos)	El mapa está relacionado con la identidad de la persona en una manera muy clara.	El mapa está relacionado con la identidad de la persona, pero no está tan claro.	El mapa no está relacionado con la identidad de la persona, pero trata de relacionar los dos.	El mapa no está relacionado con la identidad de la persona en ninguna manera.

El gol comunicativo (3 puntos)		El mensaje es muy claro y es fácil de entender para todas las personas.	El mensaje es poco claro; no está claro para todas las personas.	El mensaje no es claro. Confunde a muchas personas.
Exactitud (3 puntos)		La lengua está clara y hay pocos o ningún error que impiden la comunicación.	La lengua es clara, pero hay pocos errores que impiden la comunicación.	La lengua no es clara; hay errores que impiden la comunicación.
				/10

/30 en total

Conclusions of Project and Addressing Social Justice

Creating curriculum with a focus on compelling topics and experiential learning is essential in creating competent global citizens (Burke, 2017). Real world experience and practical application of the target language provides students with a strong background that will support them in their journey to global citizenship (Burke, 2017). Within this journey to global citizenship, a curriculum can address social justice in a multitude of ways. The simplest answer, however, is to make it *the* curriculum. Creating curriculum that directly addresses social justice issues can promote students' ability to maneuver through the world around them to be as informed as possible. Promoting the social-emotional well-being of students through the curriculum they learn from creates a positive atmosphere in which the growth necessary to achieve global citizenship and communicative competence in the world language can be reached (EL Education, 2018).

Curricula can be designed in several ways; however, I have found that experiential learning connects to communicative competence of students unlike any other design for two reasons. First, it creates real-world connections for students. For students to develop communicative competence in the target language, they must have opportunities to apply their language skills in authentic, real- world situations. Experiential learning creates that environment

for them. Secondly, experiential learning gives both the teachers and students the freedom to be

interconnected in the community without being restrained to a singular path of study, such as a

curriculum accessed through a textbook. Students can learn in many ways through many

different experiences across several disciplines.

This project provides accessible, compelling curriculum for Spanish teachers to teach for

social justice in their classroom. The integration of other disciplines is integral in making this

curriculum accessible and compelling by giving students practical experience with technology,

literacy skills, and social skills. More specifically, this project will help them to contribute to the

social-emotional health and well-being of their students by supporting the students through an

exploration of their personal culture. The curriculum is designed in a manner that is supported by

theory and builds upon itself throughout the experiences to support students in completing the

summative assessment (Mapa de Identidades project).

As a final note, when discussing difficult and tempestuous topics the question is often

raised about how to begin to teach this type of curriculum (social justice based) in an area where

many people may have differing opinions or ideologies. In my opinion, the first step is to come

to terms with the fact that not every single person that interacts with this curriculum will

appreciate or agree with what it is doing at least at the point in time that they are experiencing it.

After that comes the realization that the curriculum is not trying to change their minds directly or

influence them to follow a certain ideology. This curriculum is an experience designed to provide

students and the community with interactions across cultural differences and the opportunity to

engage with social justice in a real and meaningful way. A crucial part to establishing this aspect

of community is the decision and implementation of a strict rule that discrimination in any form

should never be tolerated. All humans with all of their differing opinions are valid and should be

respected. No one deserves to feel unsafe or unappreciated in an educational space.

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