

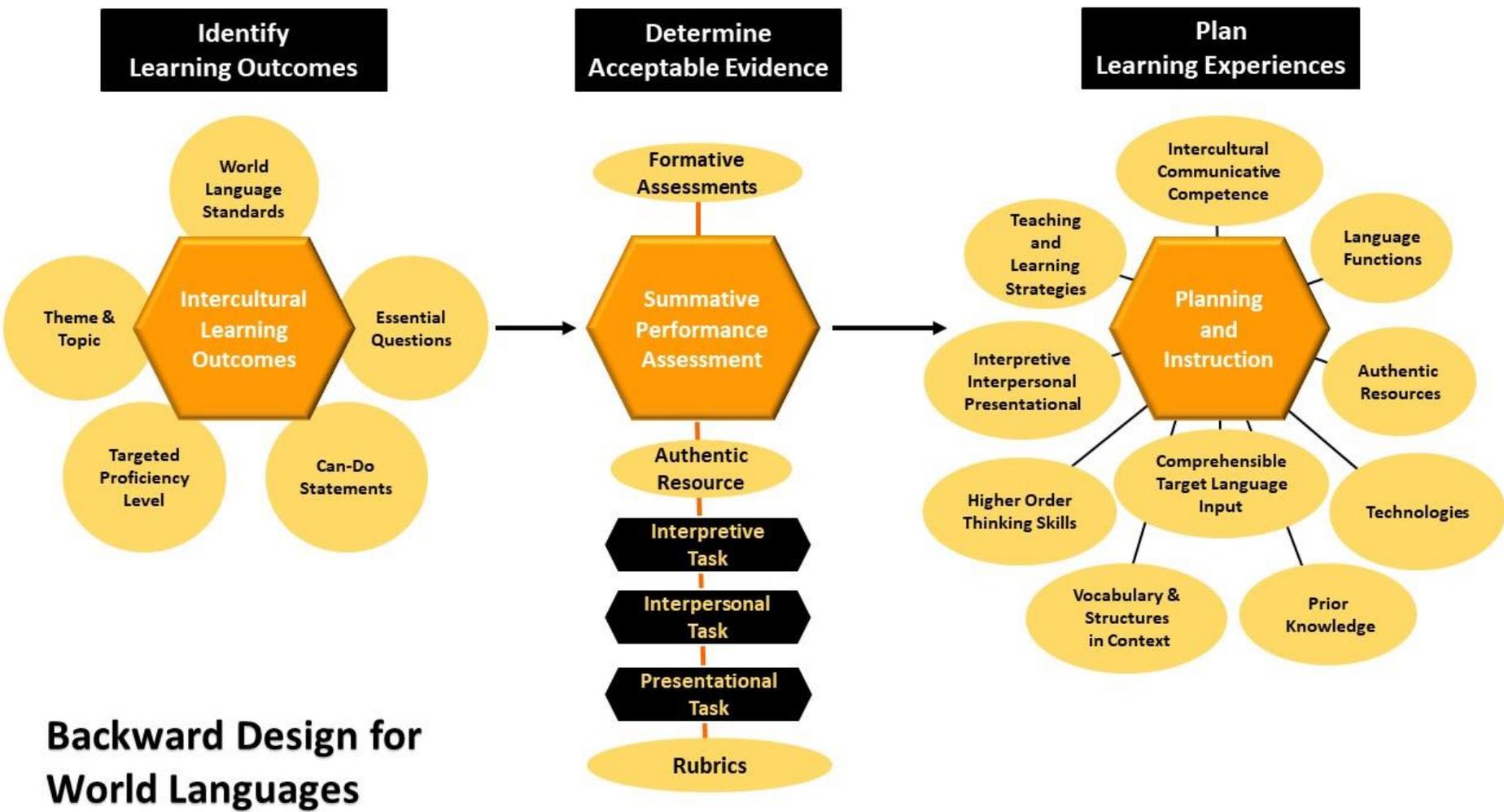
# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

This sample intercultural unit shows the detailed step-by-step process for Backward Design planning. For each step of the process, the left column provides an explanation and links to relevant resources from the Ohio World Languages and Cultures Model Curriculum. All curricula will be developed at the local level.

**Note that Backward Design is an integrated, non-linear process.** Moving backward and forward throughout the template is expected. Most important is that there are strong intercultural and communicative learning outcomes, and that assessments and activities build reliably toward those outcomes.

Download this unit template and a variety of other planning and assessment templates [on the World Languages and Cultures Unit Samples webpage](#).



### Backward Design for World Languages

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

<p><b>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</b></p>	<p><b>Step-by-Step Backward Design of the unit.</b>  <a href="#">Learn more</a> about Backward Design</p>
<p><b>Targeted Proficiency Level</b></p> <p>Choose the proficiency level that this unit is targeting.</p> <ul style="list-style-type: none"> <li>• View <a href="#">proficiency targets</a> based on the difficulty of the target language.</li> <li>• Refer to <a href="#">the Ohio World Languages and Cultures Learning Standards</a> for descriptors of Novice Low – Advanced Low language learners.             <ul style="list-style-type: none"> <li>○ Novice learners use a mixture of practiced or memorized words, phrases, simple sentences and questions to talk about very familiar topics. Learners understand the general topic and basic information in simple texts or media.</li> <li>○ Intermediate learners create original questions and series of connected sentences to talk about familiar or personal interest topics and negotiate meaning in conversations. Learners understand the main idea and related information in texts or media.</li> <li>○ Advanced learners use various time frames and paragraphs to talk about and discuss familiar and unfamiliar or researched topics. Learners understand the main message and supporting details in complex texts.</li> </ul> </li> </ul>	<p><b>Targeted Proficiency Level</b></p> <p><b>Novice Low / Novice Mid</b></p>
<p><b>Unit Overview</b></p> <p>Choose the <a href="#">theme, topic and essential questions</a> that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> <li>• Essential questions are open-ended and have no singular right answer. These questions provide a context for intercultural content, stimulate long-term inquiry and help learners increase their critical thinking skills. <a href="#">Find more essential questions for world languages.</a></li> </ul>	<p><b>Unit Overview</b></p> <p><b>Theme: Personal and Public Identities</b></p> <p><b>Topic:</b> Who Am I?</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes me who I am?</li> <li>• What information about myself can I exchange with others?</li> </ul>

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

<p style="color: red; margin: 0;">Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</p>	<p style="color: red; margin: 0;">Step-by-Step Backward Design of the unit. <a href="#">Learn more</a> about Backward Design</p>
<p><b>Intercultural Learning Outcomes</b></p> <p>Choose the intercultural communication goals for this unit. Sample intercultural progress indicators for each proficiency level can be found in both the Ohio World Languages and Cultures <a href="#">Learning Standards</a> and in the NCSSFL-ACTFL <a href="#">Intercultural Can-Do Statements</a></p> <ul style="list-style-type: none"> <li>• Intercultural learning outcomes focus on investigation of products, practices and perspectives in the learner’s native culture and the target culture(s), as well as interactions using culturally appropriate language and behavior.</li> <li>• Using intercultural outcomes to drive communication will help the teacher focus on the relevant content, vocabulary and structures that learners need to know to be successful.</li> <li>• <a href="#">Learn more</a> about building intercultural competence.</li> </ul>	<p><b>Intercultural Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• I can identify some of my typical interests and hobbies and those of my peers in my own and other cultures, and how they contribute to our identity.</li> <li>• I can interact in culturally appropriate ways with others as we get to know each other.</li> </ul>

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

<p style="color: red; margin: 0;">Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p style="color: red; margin: 0;">Step-by-Step Backward Design of the unit. <a href="#">Learn more about Backward Design</a></p>
<p><b>Standards</b></p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures <a href="#">Learning Standards</a>.</p> <ul style="list-style-type: none"> <li>• <b>Interpretive Standards:</b> Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.</li> <li>• <b>Interpersonal Standards:</b> Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others.</li> <li>• <b>Presentational Standards:</b> Learners present prepared or spontaneous information, narratives and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.</li> </ul>	<p><b>Targeted Standards: Novice Low/Mid</b></p> <p><b>Interpretive Intercultural Communication and Literacy</b></p> <p>NL.INT-C.1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.            NL.INT-C.3. Understand a few familiar words or phrases in authentic informational texts.            NL.INT-LIT.1. Recognize cognates and familiar or practiced words, as well as nontraditional letters, accents, characters or tone marks.            NL.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences.</p> <p>NM.INT-C.1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.            NM.INT-C.3. Understand very basic information in authentic informational texts.            NM.INT-LIT.1. Recognize cognates and words from context, as well as accents.            NM.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences.</p> <p><b>Interpersonal Intercultural Communication and Literacy</b></p> <p>NL.INP-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.            NL.INP-C.3. Provide basic information on very familiar topics.            NL.INP-LIT1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.            NL.INP-LIT.3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation.</p> <p>NM.INP-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures.            NM.INP-C.5. Express basic preferences or feelings and react to those of others.            NM.INP-LIT.1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.            NM.INP-LIT.5. Use digital and cultural resources appropriately.</p> <p><b>Presentational Intercultural Communication and Literacy</b></p> <p>NL.P-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures.            NL.P-C.3. Name very familiar people, places and objects.            NL.P-LIT.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.</p> <p>NM.P-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures.            NM.P-C.3. Give simple information about very familiar topics.            NM.P-LIT.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.</p>

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

### Summative Assessment

Design a [holistic performance assessment](#) where learners can demonstrate how well they have mastered the learning goals of this unit. The assessment should use [authentic cultural resources](#) and be scored using performance or proficiency [rubrics](#). The assessment could be given at the end of the unit, or different components could be given throughout the unit.

- A summative performance assessment will not test discrete content, grammar or vocabulary. Rather, it will allow learners to apply what they know and can do in a meaningful context and will help the teacher determine whether the learners have performed at the targeted proficiency level.
- Summative assessments might include individual or group projects, interpretive assessments, performance assessment, presentations, portfolios, exhibits, reports, writing topics, videos, interviews, role plays, conversations, discussions, etc.

Step-by-Step Backward Design of the unit.  
[Learn more about Backward Design](#)

### Summative Assessment Tasks

*NOTE: The full summative assessment can be found at the end of this unit template.*

#### Authentic Resource:

<https://www.entrenousoitdit.com/quels-sont-les-loisirs-preferes-des-jeunes/>

#### Interpretive Task

**Option One:** Using the authentic resource above and a sheet of paper, list at least 10 pastimes of young francophone people. \*Novice Mid can include simple details about each pastime.

**Option Two:** With a printed copy of the above resource, use a highlighter to highlight at least 10 pastimes of young francophone people. \*Novice Mid can include simple details about each pastime.

#### Interpersonal Task

With a partner and your list of 10 words, ask your partner whether they like the activities you have on your list. You may need to use gestures or drawings for your partner to understand the activity. If they like an activity, ask them if it is important to their identity (very, a little bit, not). As you are asking the questions, place a symbol [ ++, +, - ] beside each word so that you can remember how important that activity is to them. Then, switch roles. This information is necessary for the next activity.

#### Presentational Task:

**Novice Low Option:** Create a VENN diagram and place your name at the top of one of the circles and your partner's name at the top of the other circle. Using the list that you used in the Interpersonal Speaking activity, list items that you like and add [ ++, +, - ] for their importance to your identity; list your partner's likes and importance to their identity; and what you both like/their importance in the appropriate places on the VENN diagram.

**Novice Mid Option:** Write a paragraph where you talk about the 10 pastimes you and your partner like and don't like and how important they are to each of your identities.

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

<p><b>Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</b></p>	<p><b>Step-by-Step Backward Design of the unit.</b> <a href="#">Learn more about Backward Design</a></p>
<p><b>Prior Knowledge or Pre-Assessment</b></p> <p><a href="#">Activating prior knowledge</a> before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> <li>• Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions.</li> </ul>	<p><b>Prior Knowledge or Pre-Assessment Activities</b></p> <ul style="list-style-type: none"> <li>• Identify a few very familiar sports/activities and related objects.</li> <li>• Provide basic information about oneself.</li> <li>• Express basic feelings or preferences about pastimes/activities.</li> <li>• Review regular verb conjugation of first/second/third person forms.</li> <li>• Review asking and answering simple, practiced questions.</li> </ul>
<p><b>Language Functions/Forms and Vocabulary</b></p> <p>Determine the <a href="#">language functions and forms</a> learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> <li>• Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms.</li> <li>• <a href="#">Present grammar in a meaningful context</a> as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. <a href="#">Learn about</a> the PACE model for contextualized input.</li> </ul> <p>Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. <a href="#">Learn more</a> about [ i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.</p>	<p><b>Language Functions</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and opinions.</li> <li>• Comprehending text and speech.</li> <li>• Asking and answering informational and opinion questions.</li> </ul> <p><b>Language Forms/Structures</b></p> <ul style="list-style-type: none"> <li>• Subject/verb agreement for first, second and third person for verbs of preference.</li> <li>• Yes/No question formation.</li> <li>• Declarative sentence structure and simple conjunctions (and, or, but, etc.).</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Sports and leisure activities, question phrases, preference verb phrases.</li> </ul>

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

### Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

#### Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- ACTFL [defines authentic texts](#) as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level.
- Ohio’s K-12 grid of [Interpretive Literacy standards and progress indicators](#) has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an [Interpretive template](#) for literacy-based tasks.
  - These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible.
- Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc.
- Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc.

### Step-by-Step Backward Design of the unit. [Learn more about Backward Design](#)

#### Authentic and Cultural Resources

##### Authentic and Cultural Resources for the Unit

[QUI DE NOUS DEUX? | K-Boyz TV](#)

[Notre Vie en Haïti](#)

[Podcast Français Facile: Devinette Qui suis-je ? \(débutant\)](#)

[Quel est ton sport préféré ? / Quel est votre sport préféré ? - Coffee Break French To Go Episode 9](#)

“CRAC!”: Film by Frédéric Back focused on French Canadian identity and family. [This document](#) has teaching ideas, background, vocabulary, links to film and related films, and presentations for class.

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

**Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources**

### Instructional Strategies

Create learning experiences related to the unit outcomes that will reach a wide range of learners, using [strategies based on Universal Design for Learning](#) principles (i.e., a variety of ways for engagement, practice and demonstration of learning).

Integrate a [variety of activities](#) that focus on:

- intercultural competence
- interpretive, interpersonal, presentational and literacy skill
- relevant vocabulary and structures
- technology integration
- real-life or career connections
- a variety of informal or formal formative assessment.

**Step-by-Step Backward Design of the unit.**  
[Learn more about Backward Design](#)

### Instructional Strategies

#### Interpretive Reading and Listening/Viewing Activities

- After quickly reviewing vocabulary and structures learned for expressing dis/likes, interest, etc. in sports & hobbies, [show this video](#) of teenagers interviewing teenagers. Consider showing it at least three times: 1st time just to get a general sense; 2nd time to then write down some things students recognized; 3rd time to confirm & discuss in whole or small groups. \*\*Variation: turn off sound and turn on closed captions, then ask students to read what is shared.
- Have students read this page about activities/sports through an MDJ (Maison Des Jeunes) in Quebec: [Activités maison des jeunes | Place Jeunesse Berthier](#) Have pairs of students discuss what they recognize. Are there similar activities in their community? Is there a centralized place in their community that they know of, or which compares to an MDJ?

#### Interpersonal Activities

- Similar to one of the interpretive listening activities, ask the students to interview their classmates about their interests and how often they do that activity. This can be done in small groups (3-4) or as a whole group where students circulate and ask multiple students these kinds of questions: What's your favorite activity? What do you like to do? When do you play sports/do that activity?
- Use the following image or something similar (students could even draw one) as a point of reference for discussing likes and dislikes of activities (Moi, j'aime / Moi, je n'aime pas...): [les loisirs des jeunes \(thinglink.me\)](#)

#### Presentational Writing and Speaking Activities

- Students can write a short email to a classmate, friend, or to the teacher stating their own interests/hobbies, likes or dislikes of activities, and then asking their correspondent about theirs.
- A new student has arrived at your school. Students create a video (individual, in pairs or small groups) sharing all of the fun activities there are to do or that the new students can get involved with.

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	<p><b>Contextualized Vocabulary and Structures</b></p> <ul style="list-style-type: none"><li>• Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities</li><li>• Use Quizlet, Conjuguemos or similar websites for individual student practice</li><li>• Find or create pictures that explain likes and dislikes in varying degrees</li><li>• Point out cognates in the target language</li><li>• Recognize repeated words in the authentic resources</li><li>• Sort or classify words or match words with definitions</li><li>• Create a cloze activity with a level appropriate song/video</li></ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"><li>• Create/record asynchronous lessons in Zoom, Loom, Google Meets, Google slides, EdPuzzle, or Nearpod so students can review the material as much as needed.</li><li>• Use Padlet to host an online discussion. Students can respond to a prompt with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets.</li><li>• Use Jamboard to create class collaborative or individual Jamboards--these boards can be saved to work with again later, to provide to students who were absent, and can be used as a way to work collectively from a distance and/or across class periods.</li><li>• Create a digital pen pal program via videos with Flip. Students can partner with students at the same level in a neighboring school or district, or a school in the target culture. Students can create videos, view their classmates', or pen pals' videos, and respond to one another with comments using Flip.</li></ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"><li>• Create two teams in the class. Representatives from each team will take turns acting out an activity or a sport for their team. To earn a point, the team must name the activity/sport in less than 30 seconds. After that time, the other team can earn the point.</li><li>• Show a series of images (5-8) and have the students write out the name of the activity or sport. These may be turned in for teacher review.</li><li>• Play hangman in pairs or as a class using the vocabulary.</li><li>• Create a Google form survey (options: Google Poll, Kahoot) for students to complete at the end of class to check for understanding of vocabulary and structures or expressions covered. Paper exit tickets can be substituted.</li></ul>

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<p><b>Student Engagement</b></p> <p>Help learners determine the relevance of this unit to their current life or future pathways. Why and how is this content or learning useful to them?</p> <ul style="list-style-type: none"> <li>• <a href="#">Ohio's World Language Career Connections</a> has lessons, videos, activities and ideas for making world language content relevant for learners.</li> </ul>	<p><b>Student Engagement: College, Career or Life Connections</b></p> <ul style="list-style-type: none"> <li>• Infographie: <a href="#">Les Métiers de Demain</a> and <a href="#">activities</a></li> <li>• Song: <a href="#">On Ira</a> and <a href="#">Lyrics Training activities</a>. Discuss how this song celebrates l'individu.</li> </ul>
<p><b>Intercultural Reflection</b></p> <p>Encourage learners to engage in deeper reflection on the cultural content of the unit, <b>either in class in the target language, or outside of class in English.</b></p> <ul style="list-style-type: none"> <li>• Use the NCSSFL-ACTFL <a href="#">Intercultural Reflection Tool</a> for ideas on creating deeper reflection questions in English outside of class, and target language activities in class:</li> <li>• “Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s native language. <b>For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection.</b>” (NCSSFL-ACTFL Reflection Tool, 2017).</li> </ul>	<p><b>Intercultural Reflection Questions or Activities</b></p> <p><i>(In the target language in class or in English/native language outside of class)</i></p> <ul style="list-style-type: none"> <li>• What kind of activities do you like to do? Why do you like them?</li> <li>• Do kids and adolescents from other parts of the world participate in the same kinds of activities as you do?</li> <li>• How are sports and leisure interests similar or different across cultures and languages?</li> <li>• How do your interests reflect who you are/your identity and the culture you live in? And for your peers in the target culture?</li> <li>• What are some target culture activities that might be of interest to you, that you don’t typically do?</li> <li>• What new insights about yourself and others have you gained from thinking about and comparing leisure activities, sports and hobbies in different cultures?</li> <li>• What have you learned that is new, interesting or might change the way you think about things?</li> </ul>

# Novice Low/Mid - Who Am I?

## Backward Design of a French Intercultural Unit and Assessment

### Summative Assessment

#### Novice Low/Mid

#### Topics: Who am I?

#### Interpretive Reading

Authentic resource: [Quels sont les loisirs préférés des jeunes?](#)

**Option One:** Using the authentic resource above and a sheet of paper, list at least 10 pastimes of young francophone people. \*Novice Mid can include simple details about each pastime.

**Option Two:** With a printed copy of the above resource, use a highlighter to highlight at least 10 pastimes of young francophone people. \*Novice Mid can include simple details about each pastime.

**Option Three:** Using the authentic resource above and using your school's platform, create a text entry of at least 10 of the words/phrases for pastimes that you recognize. \*Novice Mid can include simple details about each pastime.

#### Interpersonal Communication: Conversation

Use the Novice Mid [Ohio rubrics](#) to score the interpersonal section, if students are able to produce sufficient language.

With a partner and your list of 10 words, ask your partner whether they like the activities you have on your list. You may need to use gestures or drawings for your partner to understand the activity. If they like an activity, ask them if it is important to their identity (very, a little bit, not). As you are asking the questions, place a symbol [ ++, +, - ] beside each word so that you can remember how important that activity is to them. Then, switch roles. This information is necessary for the next activity.

#### Presentational Communication: Writing

Use the Novice Mid [Ohio rubrics](#) to score the presentational section, if students are able to produce sufficient language.

**Novice Low Option:** Create a VENN diagram and place your name at the top of one of the circles and your partner's name at the top of the other circle. Using the list that you used in the Interpersonal Speaking activity, list items that you like inside your circle, and add [++,+,-] for their importance to your identity; list your partner's likes and importance to their identity in their circle; and list what you both like/their importance in the overlapping circles on the VENN diagram.

**Novice Mid Option:** Write a paragraph where you talk about the 10 pastimes you and your partner like and don't like and how important they are to each of your identities.