

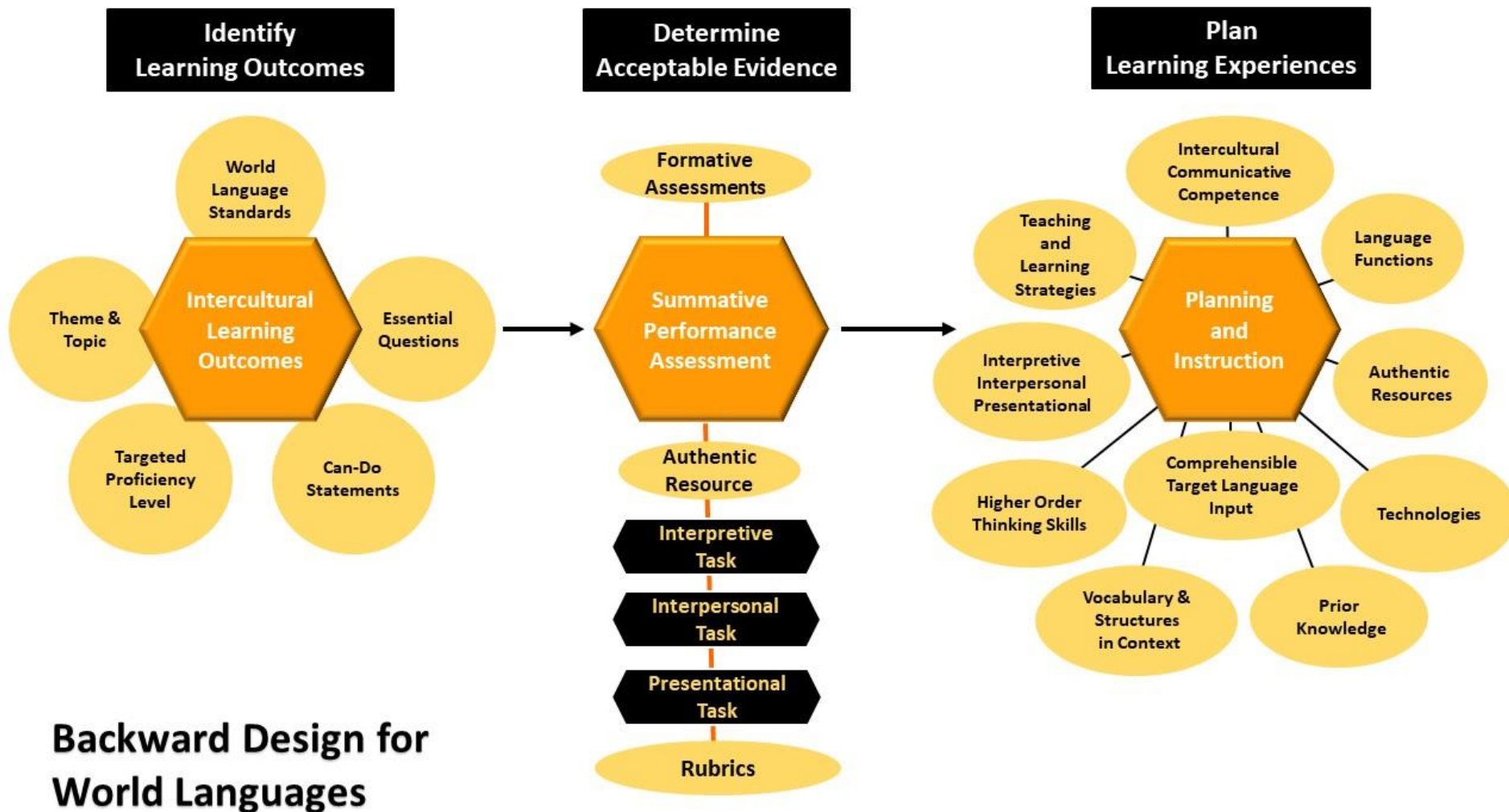
# Novice High/Intermediate Low - Who Am I? Who Are We?

## Backward Design of a German 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

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<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 High / Intermediate Low</b></p>
<p><b>Unit Overview</b></p> <p>Choose the <a href="#">theme, topic and essential question(s)</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</a> essential questions for world languages.</li> </ul>	<p><b>Unit Overview</b></p> <p><b>Theme: Personal and Public Identities</b></p> <p><b>Topic:</b> Who am I? Who are we?</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What factors shape our identity?</li> <li>• What makes us unique? What makes us similar?</li> </ul>

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<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>• In my own and other cultures, I can compare how and why culture influences how we spend our time each day.</li><li>• I can interact or participate in an intercultural activity that expresses my identity.</li></ul>

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<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 High / Intermediate Low</b></p> <p><b>Interpretive Intercultural Communication and Literacy</b>            INT-C. NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.            INT-C. NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.            INT-LIT. NH.1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.            INT-LIT. NH.2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.</p> <p>INT-C. IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.            INT-C. IL.3. Understand the topic and relevant information in complex authentic informational texts.            INT-LIT. IL.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.            INT-LIT. IL.2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts.</p> <p><b>Interpersonal Intercultural Communication and Literacy</b>            INP-C. NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.            INP-C. NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.            INP-LIT. NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.            INP-LIT.NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.</p> <p>INP-C.IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.            INP-C.IL.2. Converse in familiar situations at school using appropriate learned behaviors.            INP-LIT. IL.1. Use culturally appropriate and relevant language, syntax and learned behaviors.            INP-LIT. IL.4. Infer meaning of unfamiliar language from context or topic of conversation.</p> <p><b>Presentational Intercultural Communication and Literacy</b>            PC.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.            PC.NH.3. Give simple descriptions of familiar and everyday topics.            P-LIT. NH.1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.</p> <p>PC.IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.            PC.IL.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics.            P-LIT. IM.1. Use authentic resources, content, syntax and concepts that are relevant to the topic.</p>

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<p><b>Summative Assessment</b></p> <p>Design a <a href="#">holistic performance assessment</a> where learners can demonstrate how well they have mastered the learning goals of this unit. The assessment should use <a href="#">authentic cultural resources</a> and be scored using performance or proficiency <a href="#">rubrics</a>. The assessment could be given at the end of the unit, or different components could be given throughout the unit.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Summative Assessment Tasks</b></p> <p><b>Authentic Resources</b></p> <p>These resources show what factors have shaped Namika’s identity and what makes her a unique singer. It also shows how she fits into multiple cultures, emphasizing that people from different cultures do share similarities. This will allow students to compare how their own culture influences their identities and how they may spend their time in similar/different ways to someone in a different culture.</p> <p><a href="#">Lieblingsmensch</a>: Official music video by Namika</p> <p><a href="#">Interview</a>: Namika talks about her album which contains the song “Lieblingsmensch.”</p> <p><b>Interpretive Task</b>  <i>The complete interpretive tasks can be found at the end of this unit template.</i></p> <p>Students will use the authentic recourse to find key words, main idea, supporting details, organizational features, context clues and make cultural comparisons.</p> <p><b>Interpersonal Task</b></p> <p>Help students to formulate some questions about the video - what they thought, what they saw, etc. Students should then ask each other these questions and refer to their answer at the end of the interpretive task to help them answer the questions from their partner.</p> <p><b>Presentational Task</b></p> <p>Imagine that you are a youth reporter in Germany and have the opportunity to conduct an interview with Namika to learn about other aspects about her and her life that were not addressed in the interview that you watched above.</p> <p>Write out a list of 5-7 questions in German that would elicit different information than what Namika provided in her interview -- questions that would also elicit a full, thoughtful response and not a simple one-word or one-sentence answer.</p> <p>Then, write full responses for what you think Namika might say in response to these questions, based on what you have learned about her so far.</p> <p>Extension: How would you answer these questions if you were the person being interviewed?</p>

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<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>• Students share what they can say to introduce themselves (e.g., name, age, where they are from, a thing or activity that they like, etc.).</li> <li>• Students introduce someone else with name, age, where they are from, job, interests, etc.</li> <li>• Students talk about the type of music they like.</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</li> <li>• Comparing and contrasting</li> <li>• Interpreting and comprehending speech</li> <li>• Describing people</li> <li>• Asking informational questions</li> </ul> <p><b>Language Forms/Structures</b></p> <ul style="list-style-type: none"> <li>• Placement and formation of adjectives and adverbs</li> <li>• Creation of open-ended questions</li> <li>• Simple present tense of verbs</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Leisure activities (sports, travel, music, video games, etc.)</li> <li>• Verbs expressing preferences</li> <li>• Transition words and interrogatives</li> <li>• Vocabulary related to music and/or being a celebrity</li> <li>• Vocabulary related to important components of one's identity</li> </ul>



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<p><b>Authentic Cultural Resources</b></p> <p>Choose <a href="#">authentic cultural resources</a> that are relevant to the learning outcomes of this unit.</p> <ul style="list-style-type: none"> <li>• ACTFL <a href="#">defines authentic texts</a> 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.</li> <li>• Ohio’s K-12 grid of <a href="#">Interpretive Literacy standards and progress indicators</a> has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an <a href="#">Interpretive template</a> for literacy-based tasks.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Authentic Cultural Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nador</a> - Song lyrics that discuss Namika’s identity</li> <li>• <a href="#">Statista</a>: Reading passage about German people’s interests.</li> <li>• <a href="#">Beste Freundinnen</a>: Two girls talk about where they live and what they like to do together</li> <li>• <a href="#">Ich heiÙe Johanna</a>: Audio file</li> <li>• <a href="https://www.lokalkompass.de/kamen/c-kultur/nachwuchsreporterin-traf-namika-interview-mit-lieblingsmensch_a923346">https://www.lokalkompass.de/kamen/c-kultur/nachwuchsreporterin-traf-namika-interview-mit-lieblingsmensch_a923346</a></li> <li>• <a href="#">Newspaper article</a>: presents an interview that a 10 year old girl conducted with Namika.</li> <li>• <a href="#">Landeskundeclip</a>: Das-ist-meine-Familie.</li> <li>• <a href="#">Leute stellen sich vor</a>: Video with introductions</li> <li>• <a href="#">Deutsch lernen mit Videos</a>: Video with introductions</li> </ul>

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<p><b>Instructional Strategies</b></p> <p>Create learning experiences related to the unit outcomes that will reach a wide range of diverse learners, using <a href="#">strategies based on Universal Design for Learning</a> principles (i.e., a variety of ways for engagement, practice and demonstration of learning).</p> <p>Integrate a <a href="#">variety of activities</a> that focus on intercultural competence; interpretive, interpersonal, presentational and literacy skills; relevant vocabulary and structures; technology integration; real-life or career connections; and a variety of informal or formal formative assessment.</p>	<p><b>Instructional Strategies</b></p> <p><b>Interpretive Reading and Listening/Viewing Activities</b></p> <p>Analyze the lyrics to Namika’s song Nador. How do these lyrics describe her identity? What do they say about finding your own identity? How do you think it feels to live “between” two cultures?</p> <p><b>Interpersonal Activities</b></p> <p><a href="#">Interpersonal activity blank template:</a></p> <p>Students ask each other where they are from and where their parents/grandparents came from. They ask each other what they think of Namika’s music.</p> <p><b>Presentational Writing and Speaking Activities</b></p> <ul style="list-style-type: none"> <li>• Students create a “T” chart, writing German words/phrases that suggest how we as individuals in our German class are different/unique on one side and how we are similar on the other side. Students write a response in German to the question: How can our differences be an advantage?</li> <li>• Students bring in an item from home that they feel represents their identity and culture in some way. Describe the item in German to the class and how it represents them and their culture.</li> <li>• Consider how culture influences the way Germans and Americans commonly do a particular activity in their day. How do Germans and Americans do this activity differently? (The teacher may need to guide students with a direction to explore these differences. For example, utensil use during meals, waiting for pedestrian crossing signals at an intersection, etc.)</li> </ul> <p>Conduct research to learn more about a cultural difference and then present your findings to the class. Be clear about how both Americans and Germans commonly handle the specific situation and how they think each respective culture contributes to the way the activity is done.</p> <p><b>Vocabulary and Structures - Contextualized Activities</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary and grammar in context as part of interpersonal and presentational activities</li> <li>• Use Quizlet, Conjuguemos or similar websites for individual student practice.</li> <li>• Find or create pictures that show people talking about or showing characteristics of their identity.</li> <li>• Point out cognates to words in the target language and recognize repeated words in the authentic resources.</li> <li>• Sort or classify words or match words with definitions or create a cloze activity with a level appropriate song/video.</li> </ul>



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	<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 Jamboards, group, and 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 with comments.</li> <li>• Use <a href="#">Canva</a> to have students make a poster about themselves, who they are, and the important parts of their identity (activities, school, family role, religion, etc.).</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Create a digital or paper memory game with matching pairs of cards highlighting the unit's vocabulary, verbs, and sentence structures. One card has an image, and the matching card has the word/expression. Students may complete this activity in pairs or individually.</li> <li>• Create a digital or paper activity sort. Students must match vocabulary (written form) with images. These can be sorted by activities, preferences, identity traits, or any other classification.</li> <li>• Create two teams in the class. Representatives from each team will take turns acting out a new vocabulary word for their team. To earn a point, the team must name the word in less than 30 seconds. If after that time their team does not correctly guess the activity, then the other team has the opportunity to earn the point.</li> <li>• Show a series of images (5-8) that represent features of identity and have the students write out the trait and how important it is to their personal identity. These may be turned in for teacher review.</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> <li>• Play Pictionary with unit vocabulary. In partners with A and B getting different lists, and as a full class with one half of the room being team A and the other half team B.</li> <li>• Play "flyswatter" with unit words. Project about 15 words on the board. Form two teams, with a member from each going up to the board each time. Describe the word in German and the first one who swats the correct word gets the point</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 goals. 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>• Use knowledge of students' interests, as well as student choice and voice, to allow them to find ways to engage with the information in a personal or motivating way.</li> <li>• Current events or entertainment media: Have students find, or show students, current events articles, news videos or entertainment media where cultural identity is a factor.</li> <li>• Brainstorm how knowledge of cultural identity can be helpful in various professions (advertising; marketing; travel, entertainment, etc.).</li> <li>• Brainstorm how a career can shape one's identity (or how others identify us) and look for similarities and differences in both native culture and the target culture</li> <li>• Select 4-5 jobs and have students work in partners to create résumés for a prospective candidate. Name the candidate, list education, personal qualities, interests and experience that make the candidate perfect for the job.</li> <li>• View German infographics that give detailed information on careers.</li> <li>• View clips that discuss details about careers. Person A watches one and takes notes in German, person B watches the other also taking notes (a T-chart or Venn diagram works well for this). Then A shares their notes with B and vice versa, presenting in German. Finally, the students agree on 3-4 characteristics people need to do the careers described in the films.</li> </ul>
<p><b>Intercultural Reflection</b></p> <p>Encourage learners to engage in deeper reflection on the unit cultural content <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="#">Reflection Tool With Sample Questions</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. 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, 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 kinds of music do you listen to? Why do you like this music?</li> <li>• American music is popular around the world. Why do you think it's so popular?</li> <li>• Do you ever listen to German music, or music from other countries? Why (not)?</li> <li>• How is music similar or different across cultures and languages? Is foreign music popular in the USA?</li> <li>• Is the music you listen to part of your identity? Explain your answer.</li> <li>• How does where or how we live influence the music we hear?</li> <li>• What is something new or interesting that you learned in this unit?</li> <li>• What new insights about yourself and others have you gained from thinking about this topic?</li> </ul>

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### Summative Assessment – Interpretive Tasks

Novice High—Intermediate Low

Topics: Who am I? Who are we? What does what I do say about me?

#### Interpretive Communication

Note: The interpretive tasks are based on the [ACTFL template](#) and can be scored with the accompanying ACTFL rubric.

Authentic Resource: [Namika: Lieblingsmensch](#)

#### I. Key word recognition

List a word/phrase in English that expresses the idea of the German word from the video shown in the table below. Then, find 3 more words that you recognize in the video.

<u>Deutsch</u>	<u>English</u>
Lieblingsmensch	
Schreiberin	
Kultur	
Sound	
Geschenk	
chillen	
Lieblingsmusiker	

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### II. Main Idea

Using information from the article, provide the main idea(s) or points of the video in English.

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### III. Supporting Details

1) Which of these ideas are expressed in the video? (not all are mentioned—highlight the ones that are mentioned in the video).

2) Write the information that is given in the video in the space provided next to the detail below (you may write this in English).

A. Namika understands two cultures. \_\_\_\_\_

B. The name Namika means “singer.” \_\_\_\_\_

C. Namika classifies her style of music as classical. \_\_\_\_\_

D. Namika tells the same story as all other German musicians/singers. \_\_\_\_\_

E. Namika worked for 2 years on her album. \_\_\_\_\_

### IV. Guessing Meaning from Context

Based on the video passage, write what the following three words/expressions probably mean in English.

1. Frau zu bleiben \_\_\_\_\_

2. Danke zu sagen \_\_\_\_\_

3. Drei Musikvideos in Marokko gedreht \_\_\_\_\_

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### V. Inferences: Reading between the lines

Answer the following questions about the video in English.

1. Why do you think that this video was made? \_\_\_\_\_
2. Why do you think that Namika says that rap is a more “masculine” genre of music?  
\_\_\_\_\_

### VI. Comparing Cultural Perspectives

Answer the following questions in English.

1. Think of a well-known musical artist in the United States. Write who it is, then describe how Namika is similar AND how she is different from this American musical artist.
2. What did you learn about Namika’s identity from this video?
3. How would this video have been different if it were made for a US audience?

# Novice High/Intermediate Low - Who Am I? Who Are We?

## Backward Design of a German Intercultural Unit and Assessment

### VII. Personal Reaction to the Text

Write what you think about this video and/or about Namika's music in your best German words. If it helps, think about answering these questions in your answer:

- Do you like her music?
- What do you think about the portions of the music videos you saw? Can you describe anything that you saw in the videos.
- Would you recommend her music to a friend? Why/why not?
- Are you surprised by anything you saw/heard in the video? If so, what?