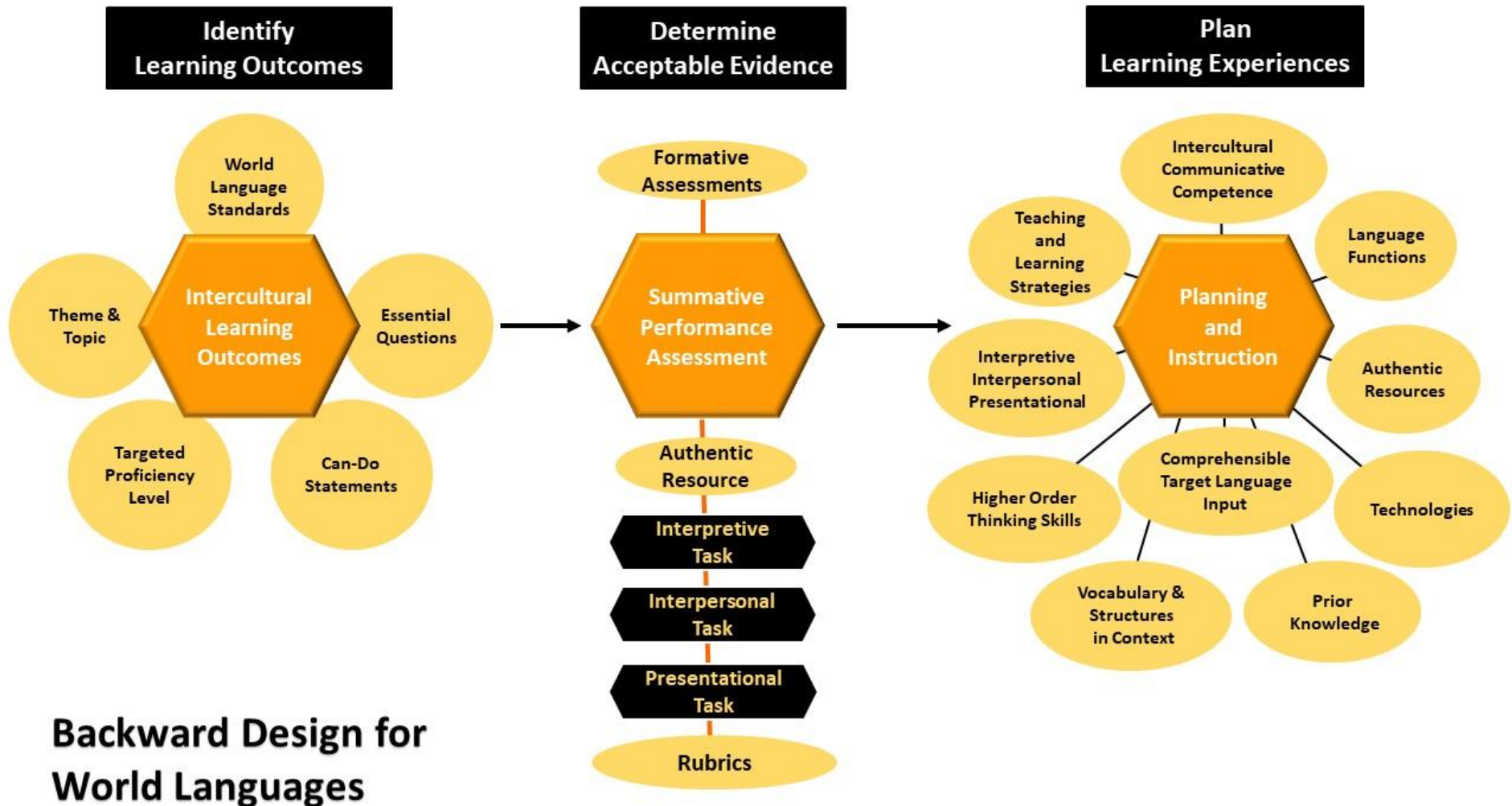# Intermediate High/Advanced Low - Who Are We?
Backward Design of a Spanish Intercultural Unit and Assessment

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.](#)

Identify Learning Outcomes
- World Language Standards
- Theme & Topic
- Intercultural Learning Outcomes
- Essential Questions
- Targeted Proficiency Level
- Can-Do Statements

Determine Acceptable Evidence
- Formative Assessments
- Summative Performance Assessment
- Authentic Resource
- Interpretive Task
- Interpersonal Task
- Presentational Task
- Rubrics

Plan Learning Experiences
- Intercultural Communicative Competence
- Teaching and Learning Strategies
- Language Functions
- Interpretive Interpersonal Presentational
- Planning and Instruction
- Authentic Resources
- Higher Order Thinking Skills
- Comprehensible Target Language Input
- Technologies
- Vocabulary & Structures in Context
- Prior Knowledge

Backward Design for World Languages

Ohio Department of Education 2023

Intermediate High/Advanced Low - Who Are We?
Backward Design of a Spanish Intercultural Unit and Assessment

Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum	Step-by-Step Backward Design of the unit. **Learn more** about Backward Design

Targeted Proficiency Level
 	
 Choose the proficiency level that this unit is targeting.
 	
 • View proficiency targets based on the difficulty of the target language.
 	
 • Refer to the Ohio World Languages and Cultures Learning Standards for descriptors of Novice Low – Advanced Low language learners.
 	
    o 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.
 	
    o 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.
 	
    o 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.
	Targeted Proficiency Level
	
	 Intermediate High / Advanced Low

Unit Overview Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels. • 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. Find more essential questions for world languages.	**Unit Overview** **Theme: Personal and Public Identities** **Topic**: Who are we? **Essential Questions:** • Which parts of our cultural identity do we choose for ourselves? • Which parts of our cultural identity are determined by other people or society? • How does my cultural identity evolve over time?

Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum	Step-by-Step Backward Design of the unit. Learn more about Backward Design
Intercultural Learning Outcomes 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 Learning Standards and in the NCSSFL-ACTFL Intercultural Can-Do Statements • 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. • 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. • Learn more about building intercultural competence.	**Intercultural Learning Outcomes** • In my own and other cultures, I can explain how a variety of cultures have contributed to the daily life of society. • I can explain how stereotypes may be detrimental or beneficial to individual or group identities. • I can participate in a conversation to identify examples of how our personal identities are formed within a culture. • I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources	Step-by-Step Backward Design of the unit. **Learn more** about Backward Design
Standards Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards. • **Interpretive Standards**: 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. • **Interpersonal Standards**: 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. • **Presentational Standards**: 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.	**Targeted Standards: Intermediate High / Advanced Low** **Interpretive Intercultural Communication and Literacy** INT-C.IH.2: Relate significant differences in behavior to cultural norms in native/other cultures. INT-C.IH.3: Relate components of: a. Complex authentic informational texts. INT-LIT.IH.1: . Infer underlying message of text via literary devices used. INT-LIT.AL.1: Infer nuances of text via literary devices used, such as alliteration or symbolism. INT-LIT.IH.2: Use visual, aural and organizational features to compare and relate the points of view of various authors on similar topics in complex texts. INT-LIT.IH.3: Use evaluative self-questioning before, during and after engaging with texts, such as "What would I change or do I agree with the author?" **Interpersonal Intercultural Communication and Literacy** INP-C.IH1: Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. INP-C.AL2: Converse in familiar and some unfamiliar situations, showing some awareness of subtle cultural differences by adjusting behavior accordingly. INP-C.IH3: Converse on a variety of familiar and concrete researched topics. INP-C.AL5: Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics. INP-LIT.IH.3: Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register and rate of speech. INP-LIT.IH.4, AL.4: Infer meaning of unfamiliar language from context or topic of discussion. **Presentational Intercultural Communication and Literacy** P-C.AL.1: Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. P-C.AL.3: . Inform on, describe and explain some concrete academic, social and career related topics of interest. P-C.AL.4: Narrate about personal, community and career-related experiences. P-C.IH.5: State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures. P-LIT.AL.1: Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. P-LIT.AL.2: Organize information in a cohesive format and explain or elaborate as needed by the audience. P-LIT.IH3.AL.3: Approximate native pronunciation and syntax to increase comprehensibility. P-LIT.IH4.AL.4: Increase audience interest via elaboration, style, technology or visuals.

Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources	Step-by-Step Backward Design of the unit. **Learn more** about Backward Design
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.	**Summative Assessment Tasks** *NOTE: The full summative assessment can be found at the end of this unit template.* **Authentic Resources** Videoclip:¿Qué es identidad? Blog: ¿Cuál es mi identidad cultural? (original link) **Interpretive Task** Estás en un foro virtual con participantes de un programa de intercambio. Mira el vídeo, lee la lectura y comparte una interpretación de ellos con los demás. **Interpersonal Task** Responde a las preguntas del blog para presentarte. Añade una pregunta apropiada al blog. (Sugerencia: ¿Hay algo del vídeo que puedes adaptar?). **Presentational Task** Eres estudiante de intercambio en Medellín, Colombia y hoy es tu primer día de clases. Después de las clases conversas con unos chicos y como ellos nunca han conocido a un estadounidense, tienen muchas preguntas sobre ti y tus experiencias. Tienes que explicarles quién eres. ¿Qué cosas forman parte de tu identidad? ¿Cuáles son los factores más destacados?

Intermediate High/Advanced Low - Who Are We?
Backward Design of a Spanish Intercultural Unit and Assessment

Prior Knowledge or Pre-Assessment	Prior Knowledge or Pre-Assessment Activities
Activating prior knowledge 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. • Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions.	• Expressing age, (dis)likes, professions, activities, and where they live. • Academic vocabulary • Adverbs of time • Conjunctions and transition words or clauses
Language Functions/Forms and Vocabulary Determine the language functions and forms learners will need to meet the learning outcomes of this unit. • 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. • Present grammar in a meaningful context as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. Learn about the PACE model for contextualized input. Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. Learn more about [i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.	**Language Functions** • Describing people, places, and things • Describing actions • Comprehending text or speech • Making claims • Asking informational questions • Asking Clarifying Questions • Expressing and Supporting Opinions • Analyzing, Summarizing, Explaining • Hypothesizing, Speculating, Drawing Conclusions **Language Forms/Structures** • Increasingly complex sentences with increasingly specific academic vocabulary • Adverbs of time, relative clauses, subordinate conjunctions • Complex sentences **Vocabulary** • Greetings/salutations/goodbyes • Describing self: age, origin, culture, community • Reactions and opinions

Authentic Cultural Resources

Choose authentic materials that are relevant to the learning outcomes of this unit. Search authentic cultural resources by language and topic.

- 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.

Authentic Cultural Resources

Authentic and Cultural Resources for the Unit

- Websites with articles and/or graphics of how people identify themselves and relate to their identities.

- Videos presenting a variety of identity-related topics (i.e. culture, religion, sexuality).

- Social media posts in the target language commenting and/or describing personal identity.

Instructional Strategies

Create learning experiences related to the unit outcomes that will reach a wide range of diverse 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 skills; relevant vocabulary and structures; technology integration; real-life or career connections; and a variety of informal or formal formative assessment.

Instructional Strategies

Interpretive Reading and Listening/Viewing Activities

- Read and watch a variety of introductions of people in Spanish.

- Identify and describe people based on introductions.

- Use graphic organizers (Venn diagrams, T-charts, etc.) to compare and contrast people based on the information they give about themselves.

- Use the ACTFL Interpretive Template to create tasks for the authentic resources listed above. This includes: Key word recognition; Main idea or topic; Supporting details; Author's purpose and viewpoint; Context clues; Intercultural Comparisons; Personal reactions about the texts

Interpersonal Activities

Note: Modify these activities to include the targeted vocabulary and structures for the level

- Interview classmates about what they consider the important aspects of their identity to be (heritage, culture, food, gender, education, activities, family role, where they live, etc.)

- Write a note to a Pen Pal (from target culture or another classmate) about what contributes to your identity. Read and respond to their notes.

- Flip video: respond to a classmate's video on the important aspects of their identity.

- Padlet: write about yourself and what makes you "you". Read your classmates' Padlets and respond (e.g., give a reaction, ask a question, etc.).

Presentational Writing and Speaking Activities

- Present yourself on Flip: what makes you "YOU"?

- Show & Tell - bring an item that represents who you are.

- Create an infographic related to one of your major identity traits.

- Create biographies in Spanish of famous Hispanic figures and the key parts of their historical or personal identity.

Vocabulary and Structures - Contextualized Activities

- Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities.

- Use Quizlet, Conjuguemos or similar websites for individual student practice.

- Find or create pictures that explain or compare personal and public identities.

- Point out cognates to words in the target language.

- Recognize repeated words and complex structures in the authentic resources.

- Sort or classify words.

- Match words with definitions.

- Play Pictionary.

- Create a cloze activity with a level appropriate song/video.

Technology Integration

- Interest-based options (product/process choice).

- App-smashing (i.e., using multiple apps for one project) to create target language products through student-choice of available technologies.

- Post target culture and/or student artifacts in online classroom or Flip and have students give feedback.

- Create/record asynchronous lessons in Zoom, Loom, Google Meets, Google slides, EdPuzzle, or Nearpod so students can review the material as much as needed.

- 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.

- 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.

- 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.

- Use Canva to have students make a poster about themselves, who they are, what constitutes their identity now vs when they were young vs potentially in the future.

Intermediate High/Advanced Low - Who Are We?
Backward Design of a Spanish Intercultural Unit and Assessment

Formative Assessments

- Break down tasks into manageable steps and assess/give feedback throughout the process, with a focus on progress toward the learning outcomes of the unit.

- Use the ODE performance rubrics to help students practice self-assessment and reflection.

- Use bell ringers, exit slips, simple activities, online games etc., targeting the learning outcomes.

- Create a digital or paper memory game with matching pairs of cards highlighting the unit's vocabulary, verbs, and other complex structures. One card has an image and the matching card has a description in the preterit or imperfect tense. Students may complete this activity in pairs or individually.

- Create a digital or paper activity sort by category or vocabulary.

- Show a series of images (5-8) and have the students write a brief story about it in the past tense. Tell what happened before the images, during the images and after the images;

- 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.

Native/Heritage Speakers

- Tiered activities, such as leveled reading or writing to the students' proficiency level.

- Ask native speakers to share information about identity components from their culture that might be different from American culture.

Students With Disabilities

- Tiered activities across the four skills to the students' proficiency level.

- Flexible grouping based on ability/interest level, as appropriate.

- Variety of learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic, etc.).

- Post links to all print and video so students can read/watch them ahead of time and after, at their own pace and as much as they need. Provide target language subtitles, if helpful.

- Use graphic organizers.

- Record lessons live or in advance, when possible, so students have continuous access.

- Use online practice sites for vocabulary, pronunciation and grammar/structures for extra support.

- Do stations, with one of the stations being time with the teacher.

	Gifted Students
	- Tiered activities across the four skills to the students' proficiency level.
	- Flexible grouping based on ability/interest level, as appropriate.
	- Variety of learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic).
	- Keep presentational requirements open-ended and challenge students to be as creative as possible.
	- Make sure students understand and refer to the proficiency level descriptors for guidance.

Student Engagement	**Student Engagement: College, Career or Life Connections**
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?	- 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.
- Ohio's World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners.	- Have students think of a real-world or personal need and create a digital or actual product that could help fulfill this need, such as creating a social media profile in Spanish.
	- Brainstorm how knowledge of the important parts of identities across cultures can be helpful in daily or future work life, especially when in jobs that deal directly with diverse populations.
	- Watch PBS videos of Ohio companies that have international ties and how they appeal to their customers overseas, to show the advantage of knowing another language even when working locally.

Intercultural Reflection	**Intercultural Reflection Questions or Activities**
Encourage learners to engage in deeper reflection on the unit cultural content **either in class in the target language, or outside of class in English**.	*(In the target language in class or in English/native language outside of class)*
- Use the NCSSFL-ACTFL Reflection Tool With Sample Questions for ideas on creating deeper reflection questions in English outside of class and target language activities in class:	- Describe how a person from the target culture may identify themself. Is this similar or different to how you may identify yourself?
- "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. **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**." (NCSSFL-ACTFL, 2017)	- How does the use of technology help or hurt getting to know someone?
	- How does culture affect how you interact with friends vs adults vs teachers?
	- How do you know what is "appropriate" behavior?
	- How and why do perceptions of people in other cultures become distorted or stereotyped?
	- What new insights about yourself and others have you gained from thinking about identity?
	- What have you learned that is new or interesting or might change your current or future thinking?

Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate High / Advanced Low

Topics: Who are we? How is our identity and what we value shaped by our community and culture?

Interpretive Communication

Note: The interpretive tasks are based on the ACTFL template and can be scored with the accompanying ACTFL rubric.

Estás en un foro virtual con participantes de un programa de intercambio. Mira el vídeo, lee la lectura y comparte una interpretación de ellos con los demás. *¿Qué es identidad?* *¿Cuál es mi identidad cultural? (original link)*

I. Key Word Recognition. Encuentra en la lectura la palabra/frase en español que mejor expresa el significado de cada palabra/frase en inglés:

customs

_____

combination

_____

belonging

_____

surrounds me

_____

a set of

_____

foreign customs

_____

II. Main Idea(s). Utilizando la información de las fuentes, escribe la(s) idea(s) principal(es) de ellas en español.

_____

_____

III. Supporting Details.

1. Dibuja un círculo alrededor de cada letra que tiene un detalle mencionado en las fuentes.
2. Escribe la letra directamente en la lectura en donde se menciona el detalle.
3. Escribe la información que dio las fuentes en la línea debajo del detalle.

A. *Hay muchos elementos que contribuyen a la identidad de una persona.*

_____

B. *La identidad puede cambiar.*

_____

C. *La identidad personal es influida por las distintas culturas en una sociedad.*

_____

D. *La crianza de una persona no tiene nada que ver con su identidad.*

_____

E. *La raza no forma parte de la identidad personal.*

_____

F. *La gran cantidad de inmigrantes y/o extranjeros puede causar una fusión de identidades culturales distintas.*

_____

IV. Organizational Features. ¿Cómo se organizaron estas fuentes? Elige todas las opciones y explica brevemente por qué elegiste cada característica de organización - ¿cuáles fueron las pistas dadas?

A. Descripción   D. Compara y contrasta
B. Historia   E. Cronológico
C. Problema y solución

Justification from text:

_____

_____

V. Guessing Meaning from Context. Basado en la lectura, escribe lo que probablemente significan en inglés las tres siguientes palabras/frases.

1. convienen _____

2. además _____

3. Autóctonas_____

VI. Inferencias. "Read between the lines" para contestar las siguientes preguntas, utilizando información de las fuentes.

1. ¿El vídeo da una variedad de tipos de identidad, qué tipos de identidad están dados en la lectura y cómo lo sabes?

_____

_____

_____

_____

2. ¿Es la identidad de un individuo algo que se puede resumir en una sola palabra? ¿Por qué?

_____

_____

_____

_____

VII. Author's Perspective. Elige la perspectiva o punto de vista que crees que el autor adoptó mientras creaba este video. Después en español justifica tu respuesta con información del video.

A. hechos científicos   C. comedia
B. comparación religiosa   D. historia

Justification from the source:

_____

_____

_____

VIII. Comparing Cultural Perspectives. Contesta las siguientes preguntas: La globalización cultural afecta a la mayoría del mundo. ¿Qué costumbres son similares entre tu cultura y las culturas hispanas que has estudiado? Aunque hay costumbres que son similares, ¿por qué crees que tu identidad es distinta a la de un hispano?

_____

_____

_____

_____

_____

_____

IX. Personal Reaction to the Text.
Usando información específica de las fuentes, en español describe tus reacciones personales al artículo. Da razones que apoyen tus reacciones.

_____

_____

_____

_____

_____

_____

Interpersonal Communication *(Use the Ohio rubrics to score the interpersonal section).*

Responde a las preguntas del blog para presentarte. Añade una pregunta apropiada al blog. (Sugerencia: ¿Hay algo del vídeo que puedes adaptar?)

¿Cuál es mi identidad cultural?

¿La diversidad de costumbres de mi comunidad forma parte de mi identidad?

¿Mis preferencias por prácticas culturales extranjeras son parte de mi identidad cultural?

¿Existe una única identidad cultural, o una identidad cultural puede estar integrada por elementos de diferentes prácticas culturales?

Presentational Communication *(Use the Ohio rubrics to score the presentational section).*

Eres estudiante de intercambio en Medellín, Colombia y hoy es tu primer día de clases. Después de las clases conversas con unos chicos y como ellos nunca han conocido a un estadounidense, tienen muchas preguntas sobre ti y tus experiencias. Tienes que explicarles quién eres. ¿Qué cosas forman parte de tu identidad? ¿Cuáles son los factores más destacados?