

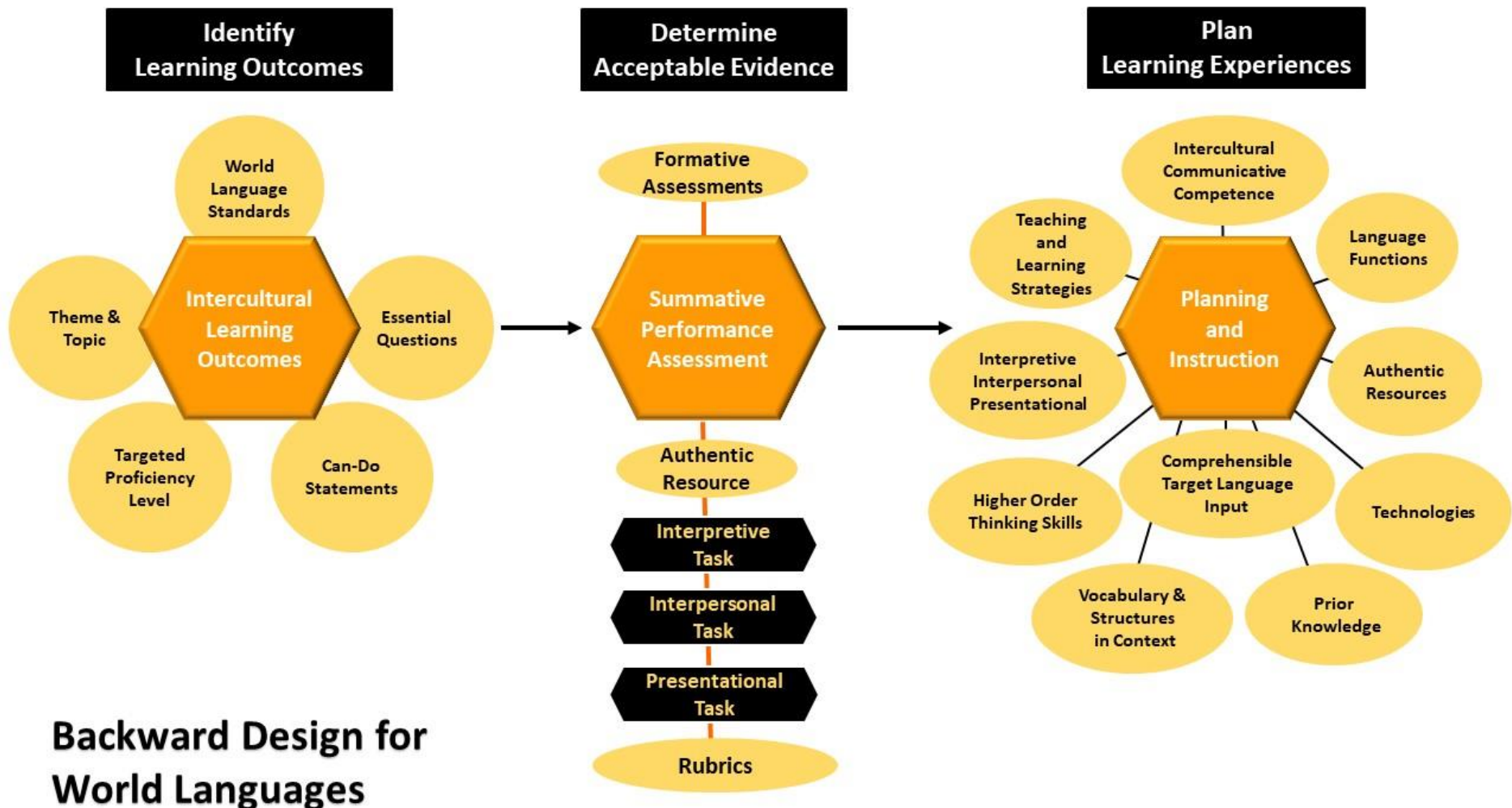
# Intermediate High/Advanced Low – Cultural Celebrations

## 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](#).



## Backward Design for World Languages

Ohio Department of Education 2023

# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

<b>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</b>	<b>Step-by-Step Backward Design of the unit.</b> <a href="#">Learn more</a> about Backward Design
<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>Intermediate High / Advanced 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: Families and Communities</b></p> <p><b>Topic:</b> Cultural Celebrations</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What happens when cultural celebrations begin to evolve?</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>• I can examine and analyze potential outcomes resulting from the evolution of cultural celebrations and the effects this may have on individuals or society.</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: Intermediate High / Advanced Low</b></p> <p><b>Interpretive Intercultural Communication and Literacy</b></p> <p>INT-C.IH.1. Relate products and practices from concrete researched topics or personal studies</p> <p>INT-C.IH.3. Relate components of complex authentic informational texts</p> <p>INT-LIT.IH.1. Infer underlying message of text via literary devices used.</p> <p>INT-LIT.IH.3. Use evaluative self-questioning before, during and after engaging with texts.</p> <p>INT-C.AL.1. Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures.</p> <p>INT-C.AL.3. Analyze components of: a. Complex authentic</p> <p>INT-LIT.AL.1. Infer nuances of text via literary devices used, such as alliteration or symbolism.</p> <p>INT-LIT.AL.3. Use critical self-questioning before, during and after engaging with texts, such as “Who is affected by this or how is this similar to a certain group of people?”</p> <p><b>Interpersonal Intercultural Communication and Literacy</b></p> <p>INP-C.IH.1. Compare products and practices of personal interest or researched.</p> <p>INP-C.IH.3. Converse on a variety of familiar and concrete researched topics.</p> <p>INP-LIT.IH.1. Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest.</p> <p>INP-LIT.IH.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions.</p> <p>INP-C.AL.1. Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.</p> <p>INP-C.AL.3. Discuss a variety of familiar and unfamiliar concrete researched topics.</p> <p>INP-LIT.AL.1. Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest.</p> <p>INP-LIT.AL.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions.</p> <p><b>Presentational Intercultural Communication and Literacy</b></p> <p>P-C.IH.1. Compare products and practices of personal interest or researched topics.</p> <p>P-C.IH.5. State viewpoint with supporting evidence on a variety of familiar and personal studies.</p> <p>P-LIT.IH.1. Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.</p> <p>P-LIT.IH.2. Organize information in cohesive format and clarify as needed by audience.</p> <p>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> <p>P-C.AL.3. Inform on, describe and explain some concrete academic, social and career related topics of interest.</p> <p>P-LIT.AL.1. Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.</p> <p>P-LIT.AL.2. Organize information in a cohesive format and explain or elaborate as needed by the audience.</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><i>NOTE: The full summative assessment can be found at the end of this unit template.</i></p> <p><b>Authentic Resource</b></p> <p><a href="#">¿Qué es el Cinco de Mayo y por qué se celebra en Estados Unidos?</a></p> <p><b>Interpretive Task</b></p> <p>Tu familia invitará a un(a) estudiante de México para vivir con ustedes. Has estado hablando con él/ella por semanas de su llegada. Has decidido leer de tradiciones mexicanas y encuentras un artículo del Cinco de Mayo. Lee e interpreta el artículo.</p> <p><b>Interpersonal Task</b></p> <p>En parejas, un estudiante tendrá el papel del estudiante de México y el otro será el estudiante de los Estados Unidos. Reúnanse y hablen de cómo el Cinco de Mayo se celebra en tu ciudad o país. Incluyan preguntas de las tradiciones del otro. No olviden incluir información que aprendieron de las fuentes.</p> <p><b>Presentational Task</b></p> <p>Mientras la celebración empieza, te das cuenta de que el Cinco de Mayo como lo conoces en tu comunidad no será igual como en México. Decides crear y presentar tu propia infografía, presentación, artículo, etc., para informarles a tus compañeros de clase sobre cómo la versión estadounidense del Cinco de Mayo ha evolucionado desde sus orígenes mexicanos. Incluye información de las fuentes proporcionadas y información que ya sabes sobre el tema.</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>Start with a Venn Diagram and brainstorm as a class what students know about how Cinco de Mayo is celebrated in Mexico versus in the U.S. Include products, practices and perspectives of each culture.</li> </ul>

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<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>Asking clarifying questions</li> <li>Comparing and contrasting</li> <li>Describing people, places, and things</li> <li>Explaining</li> <li>Summarizing</li> </ul> <p><b>Language Forms/Structures</b></p> <ul style="list-style-type: none"> <li>Past tense verbs</li> <li>Compound tenses</li> <li>Comparisons</li> <li>Questions with increasing specificity</li> </ul> <p><b>Vocabulary Taught in Context</b></p> <ul style="list-style-type: none"> <li>Historical and political vocabulary</li> <li>Celebrations vocabulary</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> <p><b>Authentic and Cultural Resources for the Unit</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Article: "Cuál es la historia del Carnaval"</a></li> <li>• <a href="#">Videos de carnavales de varios países</a> (Note: Each video listed was recorded in that country’s native language or English so be sure to choose Bolivia, Colombia and/or Venezuela.)</li> <li>• <a href="#">Official San Fermin site</a></li> <li>• <a href="#">Video: Historia de los Sanfermines</a></li> <li>• <a href="#">Video: Encierro 3D</a></li> <li>• <a href="#">Commercial: Nike "Running of the Bulls"</a></li> <li>• <a href="#">La Tomatina de Buñol</a></li> <li>• <a href="#">Video: La fiesta de La Tomatina</a></li> <li>• <a href="#">Video: Historia de la Tomatina de Buñol</a></li> <li>• <a href="#">Video: Tomatina de Buñol</a></li> <li>• <a href="#">Batalla de Puebla</a> (background for the summative assessment / IPA)</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 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 or Listening/Viewing Activities</b></p> <ul style="list-style-type: none"> <li>• Read and watch a variety of videos from the target culture for American and target culture celebrations and how they've changed and evolved.</li> <li>• Compare and analyze how a holiday originated versus how they are now celebrated and acknowledged in the USA and in the target culture using graphic organizers, T-charts, Venn Diagrams, <a href="#">ACTFL Appendix D activities</a>, activities aligned to <a href="#">literacy standards</a>, etc.</li> </ul> <p><b>Interpersonal Activities</b></p> <ul style="list-style-type: none"> <li>• As a class and in small group conversations with follow up questions, compare and contrast what has been read or viewed.</li> <li>• Create and use graphic organizers, Venn Diagrams, timelines, etc., from interpretive activities for support and evidence in your discussions.</li> <li>• Talk about videos or reading excerpts and how a cultural celebration evolved from its origin.</li> <li>• Discuss whether or not the celebration has made its way into American culture. Explain why or why not.</li> <li>• Classmates pretend that they are in the target culture and text each other about celebrations.</li> <li>• Write a letter to an e-penpal and discuss cultural celebrations.</li> <li>• Respond to a social media post that their friend made while on vacation in the target culture.</li> </ul> <p><b>Presentational Writing or Speaking Activities</b></p> <ul style="list-style-type: none"> <li>• Create your own commercial parodying a cultural celebration after viewing the "Running of the Bulldogs" parody.             <ul style="list-style-type: none"> <li>◦ Discuss what changes you made and why it is funny.</li> <li>◦ Choose whether the American parodies are funny or not and defend your position.</li> </ul> </li> <li>• Find two images of a cultural celebration (one from its origin and one that represents today) and share ways that cultural celebrations have evolved and changed in the US and the target culture.</li> <li>• Make a poster or infographic to show how a cultural celebration has evolved (in small groups or individually).</li> </ul>



# Intermediate High/Advanced Low – Cultural Celebrations

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### Contextualized Vocabulary and Structures

- Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities (comparing invitations, reading personal narratives about cultural celebrations, sharing opinions, brainstorming, etc.).
- Use Quizlet, Conjuguemos or similar websites for individual student practice.

### Technology Integration

- 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 Google Street View to watch celebrations around the world.
- 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.
- 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.
- Interest-based options using student voice and choice.
- App-smashing 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.

### Native or Heritage Speakers

- Provide grammar activities to address errors or weaknesses that are common to heritage speakers and connected to the themes of cultural celebrations explored in class.
- For interpersonal/cooperative learning activities, pair heritage learners with a stronger non-heritage language student, or with a student who is highly motivated to challenge their self. (This type of pairing works best with students who have low affective filters.) This will help to build collaboration as well as self-esteem, self-confidence and social skills.
- Find an authentic newspaper or magazine article (consider both news videos and written articles) about a cultural celebration and ask the students to write a summary in their own words.
  - Ask students what their favorite cultural celebration is and offer an interest-based (leveled/tiered) reading selection. Follow up the reading with an exit ticket prompt such as "What I found most interesting about today's reading is \_\_\_\_\_", "I would like to learn more about \_\_\_\_\_." Use student responses to provide the next learner-centered and differentiated activity

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### Students With Disabilities

- Use culturally-relevant visuals when presenting activities.
- Provide graphic organizers; providing kinesthetic exploration of the topic (e.g., learning a dance, making a craft, creating movement cues).
- Use color coding for topics.
- Provide video and audio supports (e.g., closed captioning).
- Create tiered activities (e.g., leveled reading)
- Create flexible grouping based on ability or interest level, if appropriate.
- Use multiple learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic).
- 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.
- Record lessons live or in advance, when possible, so students have continuous access.
- Use online practice sites for vocabulary, pronunciation and grammar for extra support.
- Do learning stations, with one of the stations being time with the teacher.

### Gifted Students

- Students can create a project where they compare a US and a target culture celebration, such as slideshow presentation, model, artwork or artifact (e.g., costume piece).
- Consider a group project where students interview one another discussing and comparing a US and target culture celebration.
- Students create an interactive display or game to share with classmates. It is intended to serve as a point of information for the audience to learn more about Carnival and its celebration around the world. Digital or 2D formatting could be used.
- Keep presentational requirements open-ended and challenge students to be as creative as possible.
- Ensure that students refer to the proficiency level descriptors during language input/output.

### Formative Assessments

- Short vocabulary checks (e.g., quiz, exit ticket, word search - create using [Word Search Maker](#)).
- Create a guessing game. One partner describes images from a cultural celebration to the other who guesses what it is. Consider including images of activities, traditional apparel, iconic foods, etc. Images may be made into card sets for partners or shown on a white board with one partner's back toward the images as the other person describes.

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	<ul style="list-style-type: none"> <li>• Use <a href="http://www.flippity.net">www.flippity.net</a> to create a board game, quiz show or flash cards for student review of cultural comparisons, vocabulary, grammatical structures, etc. Templates are in English but can be easily changed to French; click on 'Options' to select language.</li> <li>• 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.</li> <li>• Use the ODE <a href="#">performance rubrics</a> to help students practice self-assessment and reflection.</li> <li>• Use bell ringers, exit slips, simple activities, online games etc., targeting the learning outcomes.</li> <li>• Give informal assessments of individuals in small groups and in the whole class setting.</li> </ul>
<b>Student Engagement</b>  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? <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>	<b>Student Engagement: College, Career or Life Connections</b> <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>• Have students think of a real-world or personal need and create a digital or actual product that could help fulfill this need.</li> <li>• Brainstorm how knowledge of diverse cultural celebrations can be helpful in daily work life, especially when in jobs that deal directly with diverse populations.</li> </ul>
<b>Intercultural Reflection</b>  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> <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:               <ul style="list-style-type: none"> <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> </li> </ul>	<b>Intercultural Reflection Questions or Activities</b> <i>(In the target language in class or in English/native language outside of class)</i> <ul style="list-style-type: none"> <li>• Discuss celebrations and share the effects that ads either from the target culture or from your native culture may have had on the original celebration.</li> <li>• How does your community impact your cultural celebrations?</li> <li>• How does your community celebrate various cultural events? Are certain events more celebrated than others? Why or why not?</li> <li>• What happens when traditions or celebrations begin to evolve? What feelings or reactions are invoked? Does it differ based on the age of members of a community or society?</li> <li>• Talk with a parent or adult at home about their experiences with a celebration in your native culture. Ask how this celebration has changed over their lifetime. Together, see if you can find reasons/influences for the noted changes.</li> <li>• How might the information learned in this unit change the way you view cultural celebrations in the future?</li> <li>• What are some things that you might do differently after learning about various cultural celebrations that are different from your own?</li> </ul>

# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

### Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate High / Advanced Low

Topics: Evolution of Cultural Celebrations

#### Interpretive Reading

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

Authentic resource: [¿Qué es el Cinco de Mayo y por qué se celebra en Estados Unidos?](#)

Tu familia invitará a un(a) estudiante de México a vivir con ustedes. Has estado hablando con él/ella durante las semanas antes de su llegada. Has decidido leer sobre las tradiciones mexicanas y encuentras un artículo que se trata del Cinco de Mayo. Lee e interpreta el artículo.

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

usually confused \_\_\_\_\_

commercialization \_\_\_\_\_

widely \_\_\_\_\_

patriotism \_\_\_\_\_

unexpected victory \_\_\_\_\_

avoid \_\_\_\_\_

pride \_\_\_\_\_

racial insensitivity \_\_\_\_\_

campaign \_\_\_\_\_

improved \_\_\_\_\_

**B. Main Idea:** Utilizando la información del artículo, escribe la(s) idea(s) principal(es) del artículo en español.

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**C. Supporting Details:** Dibuja un círculo alrededor de cada letra que tiene un detalle mencionado en el artículo. Escribe la letra directamente en el artículo en donde se menciona el detalle. Escribe la información que dio el artículo en la línea debajo del detalle.

**A.** *El Cinco de Mayo es una celebración importante para la economía de ciertas empresas en Estados Unidos.*

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**B.** *Los latinos en Estados Unidos entienden bien la historia de El Cinco de Mayo.*

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**C.** *Un resultado de la popularidad de la celebración en EE.UU. han sido unos incidentes racistas y estereotipados.*

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**D.** *El Cinco de Mayo es un día festivo muy popular por todo México.*

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**E.** *La tradición de reconocer Cinco de Mayo empezó como una expresión de la herencia mexicana de muchas personas en Estados Unidos.*

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**F.** *Los medios de comunicación estadounidenses han contribuido a la popularidad del Cinco de Mayo.*

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**G.** *Parte de la celebración en Estados Unidos consiste en una cena tradicional.*

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**H.** *Hay personas en EE.UU. que quieren que El Cinco de Mayo vuelva a rendir homenaje a las ideas originales.*

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# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

**D. Organizational Features.** ¿Cómo se organizó este texto? Elige todas las opciones y explica brevemente por qué elegiste cada característica de organización. ¿Cuáles fueron las pistas del texto?

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

**Justification from text:**

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**E. Guessing Meaning from Context.** Basado en este pasaje, escribe lo que probablemente significan en inglés las tres siguientes palabras/ frases.

1. devino en (se encuentra al final del primer párrafo)

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2. dio pie a (se encuentra al final del tercer párrafo)

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3. cuenta regresiva (se encuentra al final del cuarto párrafo)

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# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

**F. Inferences.** “Read between the lines” para contestar las siguientes preguntas, utilizando información del texto.

1. ¿Por qué es importante que el autor mencionara el Día de San Patricio y el Supertazón?

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2. ¿Cuál sería el efecto de la propuesta de Hayes Bautista para cambiar el contexto histórico del Cinco de Mayo?

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**G. Author’s Perspective.** Elige la perspectiva o punto de vista que crees que el autor adoptó mientras escribía este artículo. Después en español justifica tu respuesta con información del texto.

- |                                 |                    |
|---------------------------------|--------------------|
| A. <i>hechos científicos</i>    | C. <i>comedia</i>  |
| B. <i>comparación religiosa</i> | D. <i>historia</i> |

**Justification from text:**

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# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

**H. Comparing Cultural Perspectives.** Contesta las siguientes preguntas: ¿Cómo ha cambiado la celebración del Cinco de Mayo cuando empezó a ser celebrado en Estados Unidos? ¿Por qué crees que se sigue celebrándolo en Estados Unidos?

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**I. Personal Reaction to the Text.** Usando información específica del texto, en español describe tus reacciones personales al artículo. Da razones que apoyen tus reacciones.

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# Intermediate High/Advanced Low – Cultural Celebrations

## Backward Design of a Spanish Intercultural Unit and Assessment

**Interpersonal Communication: Conversation** (Use the [Ohio rubrics](#) to score the interpersonal section)

### Situation/Prompt

En parejas, un estudiante tendrá el papel de un estudiante de México y el otro será un estudiante de los Estados Unidos. Reúnanse y hablen sobre cómo el Cinco de Mayo se celebra en sus ciudades o países. Incluyan preguntas sobre las t/radiciones del otro. No olviden incluir información que aprendieron de las fuentes.

**Presentational Communication:** (Use the [Ohio rubrics](#) to score the presentational section)

### Situation/Prompt:

Mientras la celebración empieza, te das cuenta de que el Cinco de Mayo como lo conoces en tu comunidad no será igual a como es en México. Decides crear y presentar tu propia infografía/presentación/artículo/etc. para informarles a tus compañeros de clase cómo la versión estadounidense del Cinco de Mayo ha evolucionado desde sus orígenes mexicanos. Incluye información de las fuentes proporcionadas e información que ya sabes sobre el tema.