

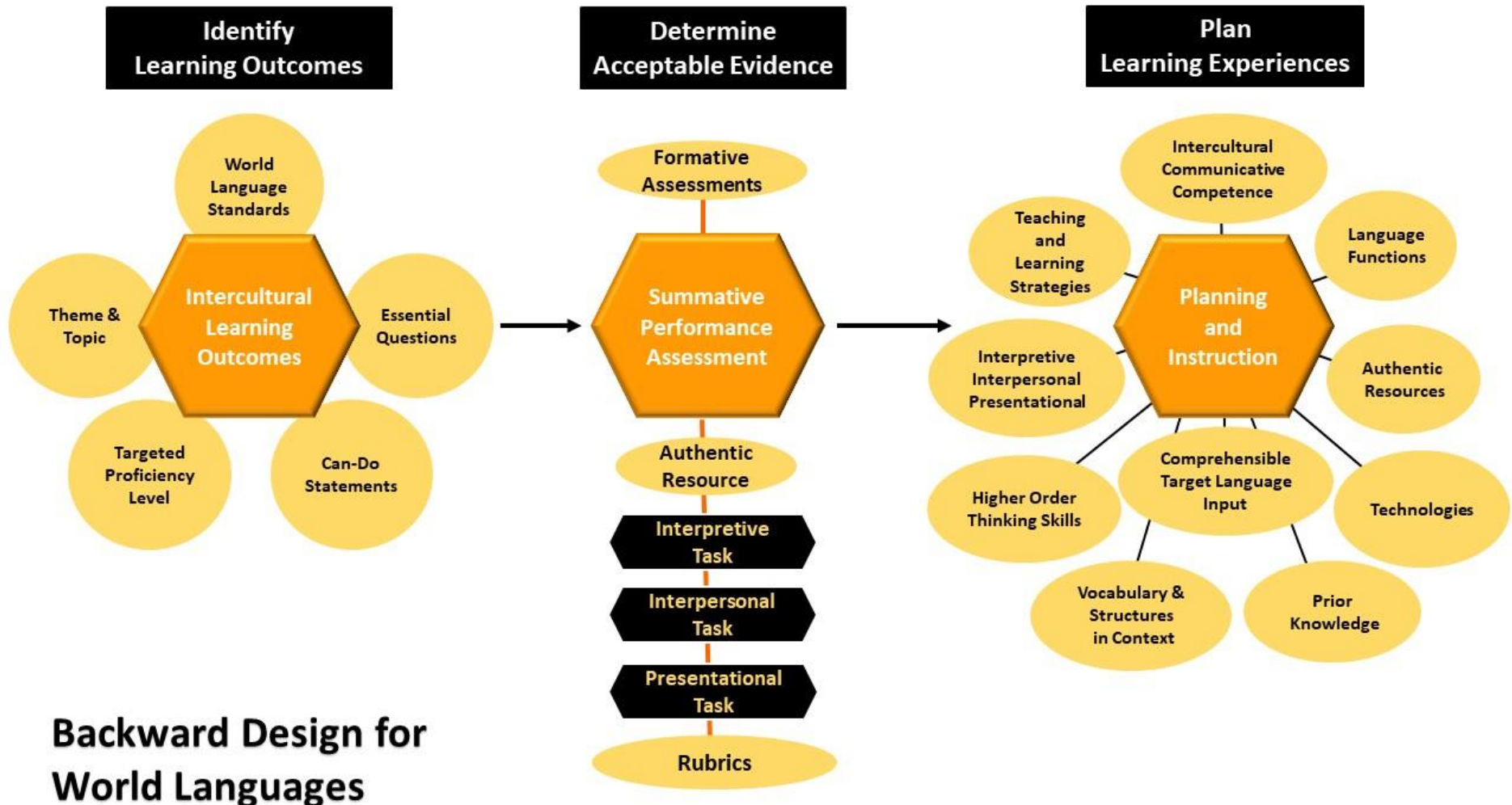
# Intermediate Low/Mid – Cultural Celebrations

## 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

# Intermediate Low/Mid – Cultural Celebrations

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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 style="text-align: center;"><b>Intermediate Low / Mid</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>• How do cultural celebrations build community?</li> <li>• How and why do families and communities keep cultural traditions alive?</li> <li>• Why is it important to maintain cultural celebrations?</li> </ul>

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**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

- I can describe cultural celebrations in my own and other cultures and illustrate their importance within a family or community.

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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 Low / Mid</b></p> <p><b>Interpretive Intercultural Communication and Literacy</b>            Identify the topic and related information from simple and connected sentences.(IL)            Understand the main idea and key information from connected sentences and short paragraphs (IM)            Use literacy skills to comprehend authentic texts that are spoken or written. (IL)            Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed. (IM)</p> <p><b>Interpersonal Intercultural Communication and Literacy</b>            Exchange information and ask appropriate follow-up questions using simple created sentences. (IL)            Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences (IM)            Use interpersonal skills to interact, negotiate meaning and communicate effectively. (IL/IM)</p> <p><b>Presentational Intercultural Communication and Literacy</b>            Present information using simple sentences and transitions. (IL)            Present information using organized connected sentences and series of connected sentences. (IM)            Use presentational skills to communicate effectively. (IL/IM)</p>

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

### Summative Assessment

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

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

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

### Summative Assessment Tasks

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

#### Authentic Resource

[Lisa auf dem Weihnachtsmarkt](#)

#### Interpretive Task

Students will listen/view the above short video of a young college student as she explains her job as a worker at a German Christmas market and what the German Christmas market tradition entails. Students will recognize key words/phrases, determine author's purpose, determine supporting details, guess meaning from context, and determine main topic.

#### Interpersonal Task

With a partner, play either the role of a worker at a German Christmas market or a friend or family member of the worker. Ask and respond to questions about experiences at the German Christmas market, from the perspective of your chosen role, using information from the authentic resource above as the basis of your responses. Questions should not only address experiences at the Christmas market, but should also inquire into preferences, opinions, feelings and advice.

#### Presentational Task

As a worker at a German Christmas market, write a diary entry detailing your specific experiences there and your thoughts about both the common practices and products of this holiday tradition. Additionally, reflect on and describe how one typical product at a German Christmas market compares to a product that is also meaningful as part of a holiday in your home country. What do both products represent in their respective cultures in your opinion and why?

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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> <p><i>For the Intermediate level, these tasks may be completed in the target language, if possible:</i></p> <ul style="list-style-type: none"> <li>Ask students if their family has any specific holiday traditions during the winter. If so, what do they celebrate and how? Also ask why they think this tradition is important to their family.</li> <li>If you exchange Christmas presents, where does your family usually get the presents? Do you have any shopping traditions? What does this tradition mean to you personally?</li> <li>Ask students if they know any Christmas songs originally sung in German? If none are mentioned, tell students that you'd bet most of them know at least one of two that you will play for them; it's just that they may not realize that they were originally composed in German.             <ul style="list-style-type: none"> <li>The teacher plays a bit of <i>Stille Nacht</i> (Silent Night, from Austria) and <i>O Tannenbaum</i> (Oh, Christmas Tree). After hearing a sample of each, ask students if they know these songs. <a href="#">Stille Nacht</a> (video with lyrics), <a href="#">O Tannenbaum</a> - Nat King Cole.</li> <li>Once the songs have been introduced, see how many German words the students recognize</li> </ul> </li> <li>Discuss what students do at home to anticipate celebrating the holidays. For example, if you celebrate Hanukkah, Kwanzaa, Christmas or any other winter or big holiday, is there a related custom or tradition that you do to lead up to this holiday and to build anticipation?</li> <li>In comprehensible German, describe the St. Nicholas tradition to the students. See if any students also celebrate St. Nick day and how they celebrate it.</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>Comparing / contrasting</li> <li>Describing</li> <li>Summarizing and asking clarifying questions</li> <li>Retelling past events</li> <li>Interpreting and evaluating</li> </ul> <p><b>Language Forms/Structures</b></p> <ul style="list-style-type: none"> <li>Comparatives and superlatives</li> <li>Conversational past usage</li> <li>Conjunctions that link events like <i>als, bevor, während</i> and <i>nachdem</i>.</li> </ul> <p><b>Vocabulary Taught in Context</b></p> <ul style="list-style-type: none"> <li>Holiday/Christmas words and phrases such as: <ul style="list-style-type: none"> <li>Bald ist Weihnachten</li> <li>Weihnachten feiern</li> <li>der erste/zweite/dritte/vierte Advent</li> <li>Tannenbaum / Weihnachtsbaum / Christbaum</li> <li>in die Kirche gehen</li> <li>am Heiligabend</li> <li>das Christkind</li> <li>Geschenke geben, bekommen, kaufen</li> <li>Weihnachtslieder singen</li> <li>Socke / Schuh / Stiefel</li> <li>St. Nikolaus, Nikolaustag</li> <li>Krampus</li> <li>der Weihnachtsmann</li> <li>der Schornstein</li> <li>Weihnachtsmarkt besuchen</li> <li>Weihnachtspyramide</li> </ul> </li> </ul>

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<p style="color: red; margin: 0;">Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p style="color: red; margin: 0;">Step-by-Step Backward Design of the unit. <a href="#">Learn more about Backward Design</a></p>
<p><b>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 style="text-align: center;"><b>Authentic and Cultural Resources for the Unit</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Infographic: So feiern die Deutschen Weihnachten 2017</a>. Percentages indicate how popular various Christmas activities were in Germany in 2017. This helps students identify what value various cultural celebrations have to German-speakers as well as enabling students to identify and compare important elements in German-speaking countries and in their own.</li> <li>• <a href="#">Gingerbread House Recipe</a>. Using cognates and the photo of all ingredients needed, what ingredients can students identify from the provided list of ingredients? What do they notice about the measurements? This allows students to notice how celebrations in a German speaking country are similar/different to their own.</li> <li>• Use <a href="#">Shoes for St Nicholas</a> to print shoes for students to decorate and build to fill with goodies. This is taken from the following website: <a href="https://www.stnicholascenter.org/">https://www.stnicholascenter.org/</a>. This also allows students to compare/contrast their cultural celebrations with those of a German speaker.</li> <li>• <a href="#">Krampus und Nikolaus Besuch</a> This 2-minute video shows what a visit from Nikolaus and Krampus at home can look like. This also allows students to compare/contrast their cultural celebrations with those of a German speaker.</li> <li>• <a href="#">Song: Lasst uns froh und munter sein</a> Traditional song sung by kids on Dec. 5th as part of Nikolaustag celebrations. This allows students to identify important elements of cultural celebrations in German-speaking areas.</li> <li>• <a href="#">AATG Adventskalender ideas/activities</a> - Open one door on the digital <i>Adventskalender</i> per day to discover a fact, song, story or activity related to German holiday traditions in December (updated each year).</li> <li>• <a href="#">Adventskalendar</a> - Google slides created by Maria Herman. Contains links to many Christmas authentic resources. Please make a copy of the google slides for yourself to edit and use.</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 and Listening/Viewing Activities</b></p> <ul style="list-style-type: none"> <li>• These activities show how German-speakers celebrate the Christmas holiday, allowing students to make comparisons between their own culture and that of a German-speaker:</li> <li>• <a href="#">Weihnachten u. Advent (Das Unterrichtsmagazin für Zusammenleben u. Integration in Österreich)</a> - Read short descriptions, dialogues and a letter about Christmas, <i>Nikolaustag</i> and Advent.</li> <li>• <a href="#">Kling Glöckchen</a> - YouTube video with text that students can compare to an American holiday song.</li> <li>• <a href="#">Sendung mit der Maus/mit dem Elefanten - Weihnachten 2016</a> - View the episode of this children’s TV show and discuss one of more of its segments. Segment topics include the origin of Christmas, kids explaining what they enjoy about Christmas, the construction of a gigantic snowman and how to create a Christmas craft.</li> <li>• <a href="#">Watch die Sendung mit der Maus Weihnachtsbräuche</a> - View and discuss this 3.5 minute video, in which children from around the world who live in Germany explain their Christmas traditions. It’s all in German, but Christmas traditions in other cultures are explained from an immigrant child’s standpoint.</li> <li>• <a href="#">Bald ist Weihnachten</a> by die Prinzen - Listen and discuss this modern song about the mix of feelings that Christmas can provoke. Teacher could create a cloze reading exercise with the lyrics as students listen and fill in the words on the provided blanks.</li> </ul> <p><b>Interpersonal Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss the shoes that each student made to celebrate Nikolaus - using color words and words like pretty, small, big. After the shoes are filled, ask if they like the candy/goodies that they received.</li> <li>• After watching the <i>Sendung mit der Maus Weihnachtsbräuche</i>, with a partner, compose two questions you’d ask one of the children from the video. Then, between groups, exchange the questions you wrote and write the answer from that child’s perspective.</li> </ul> <p><b>Presentational Writing and Speaking Activities:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Students write a letter to Santa and send it to Germany</a>. If you write early enough, they’ll even get a response! Students can watch the video first as an interpretive activity, they can find the address themselves (another interpretive activity), you can have them ask each other what they want (interpersonal), then write a letter to Santa (presentational) saying what they’d like to have for Christmas.</li> </ul>

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## Backward Design of a German Intercultural Unit and Assessment

### Contextualized Vocabulary and Structures

- Use German Christmas songs and infographics to introduce/review vocabulary and grammar/structures in context.
- Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice (creating shopping lists and a Christmas day timeline of events, sharing holiday experiences, etc.)
- Students will practice modal verbs (ich möchte/I would like; darf ich? / may I?) to create their wish list for Santa.
- For individual student practice, students could use Quizlet / Quizizz.

### 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 German holiday celebrations in target cultures.
- 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.

### Native or Heritage Speakers

- Focus on activities and assessments on areas where native speakers struggle (e.g., reading, writing).
- Create a list of holiday 'dos and don'ts' in the heritage culture.
- Interview a parent or adult at home about their experiences celebrating Christmas or another important holiday then summarize and present this information to the class.
- Show and tell: Have the native/heritage learner create and present a slideshow about how a certain holiday is celebrated in their culture using either images found online or family photos. Ask them to identify similarities and differences with any local celebrations that they may have experienced.
- When L2 learners are presenting, have native/heritage learner take notes to prepare a "letter to the editor" about what was presented
- If there are multiple native/heritage speakers in the class, have them work in a group to prepare the "perfect" Christmas or holiday celebration in the heritage culture.

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	<ul style="list-style-type: none"> <li>• Create presentations for classmates on various aspects of culture, using technology.</li> <li>• Journal privately or to share with teacher about cultural differences.</li> </ul> <p><b>Students With Disabilities</b></p> <ul style="list-style-type: none"> <li>• Use culturally-relevant visuals when presenting activities.</li> <li>• Provide graphic organizers; providing kinesthetic exploration of the topic (e.g., learning a dance, making a craft, creating movement cues).</li> <li>• Use color coding for topics.</li> <li>• Provide video and audio supports (e.g., closed captioning).</li> <li>• Create tiered activities (e.g., leveled reading)</li> <li>• Create flexible grouping based on ability or interest level, if appropriate.</li> <li>• Use multiple learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic).</li> <li>• 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.</li> <li>• Record lessons live or in advance, when possible, so students have continuous access.</li> <li>• Use online practice sites for vocabulary, pronunciation and grammar for extra support.</li> <li>• Do learning stations, with one of the stations being time with the teacher.</li> </ul> <p><b>Gifted Students</b></p> <ul style="list-style-type: none"> <li>• Students can create a project where they compare and contrast German Christmas celebrations with a celebration that they know well. Comparison project products may include: Slideshow presentation, model / artwork / artifact (e.g., costume piece) creation, posters or videos.</li> <li>• Consider a group project where students interview one another discussing and comparing a German Christmas with another celebration.</li> <li>• 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 German Christmas and its celebration around the world. Digital or 2D formatting could be used.</li> </ul>

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	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Periodically call out vocabulary words and students have to write the English on a white board</li> <li>Pictionary/partner drawing activity: One partner faces the board and the other partner faces the back of the room. Teacher writes a German vocabulary word on the board and the student facing the board draws a picture of that item on a dry-erase board. Student who has created the drawing hands off the dry-erase board to the partner when the partner knows the answer. Partner facing the back of the room writes the German vocabulary word on the dry erase board under the picture and holds it up for the teacher to check. First set of partners to receive 5 points wins.</li> </ul>
<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>Students investigate how to market a product in another country, using the materials within <a href="#">this Ohio lesson</a>. They could consider how to effectively market an American Christmas item in Germany that they think would sell well, based on their understanding of both cultures.</li> <li>Students discuss the Intermediate Low and Mid Career Connection essential questions in this <a href="#">Ohio document</a>:</li> </ul> <p><b>Intermediate Low:</b></p> <ul style="list-style-type: none"> <li>What are the skills needed to function in the 21st-century world (communication, collaboration, critical thinking, problem-solving, tech and media literacy, and more)?</li> <li>How does Lisa use these skills at the Weihnachtsmarkt?</li> <li>Why are these skills so important for Lisa at the Weihnachtsmarkt?</li> <li>How do I identify my skills and aptitudes to find a suitable career?</li> </ul> <p><b>Intermediate Mid</b></p> <ul style="list-style-type: none"> <li>Which skills, talents and education are valued by potential employers?</li> <li>How do I evaluate my skills and aptitudes to find a suitable career?</li> <li>How does Lisa at the Weihnachtsmarkt develop her skills and experience to prepare her for potential future careers?</li> </ul>

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## Backward Design of a German Intercultural Unit and Assessment

<p><b>Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</b></p>	<p><b>Step-by-Step Backward Design of the unit.</b>  <a href="#">Learn more about Backward Design</a></p>
<p><b>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>• Describe the ways in which many people in Germany celebrate Christmas or Nikolaustag. How are these ways similar and/or different from the ways that you celebrate a winter holiday or one that involves gift-giving?</li> <li>• Why do many American and German families celebrate Christmas? What underlying values are reflected through the ways in which they celebrate?</li> <li>• How comfortable or uncomfortable would you be celebrating Christmas as the Germans do? Why do you think you would feel this way? How important would it be to adjust your behavior to fit in with Germans while in Germany?</li> <li>• What do you think German teens would think about some of our American winter celebrations in the United States like Hanukkah, Kwanzaa or Christmas and why? (If you and your family celebrate one winter holiday in particular, speak to that particular one.)</li> <li>• How important is the celebration of Christmas to families and communities in the target culture? How does it help shape national identity?</li> <li>• In examining the traditions associated with Christmas in other countries, how do you better understand perspectives of your native and other cultures?</li> <li>• What new insights about yourself and others have you gained from thinking about cultural identity?</li> <li>• What is something new or interesting you learned that might change the way you think about things?</li> </ul>

# Intermediate Low/Mid – Cultural Celebrations

## Backward Design of a German Intercultural Unit and Assessment

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

Intermediate Low – Mid

Topics: The Importance of Cultural Celebrations to Communities

#### Interpretive Communication

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

Authentic Resource: [Der Weihnachtsmarkt](#)

**A. Key Word:** Based on the video, what do these words mean in English?

<u>Deutsch</u>	<u>English</u>
findet von 28. November bis zum 23. Dezember statt	
nicht mein richtiger Beruf	
Arbeitszeiten einteilen	
Leckereien	

**B. Main Idea:** Using information from the resource, provide the main idea(s) in English.

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### C. Supporting Details

- 1) Circle the letter of each detail that is mentioned in the video (not all were mentioned!)
- 2) Then write a specific related detail in English that is given in the video in the space provided next to the detail below.

A. The narrator of this video works at this Christmas market while also being a college student.

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B. The narrator mentions aspects of her job at the Christmas market that she appreciates.

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C. The narrator mentions aspects of her job at the Christmas market that she finds challenging.

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D. The narrator describes a variety of products beyond food that people often buy at a German Christmas market.

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E. The narrator describes how she celebrates Christmas.

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### D. Organizational Features

How is this video organized? Choose all that apply and explain briefly why you selected each organizational feature. What were the clues in the text?

A. chronological \_\_\_\_\_

B. pros and cons \_\_\_\_\_

C. compare/contrast \_\_\_\_\_

D. informative \_\_\_\_\_

E. description \_\_\_\_\_

### E. Guessing Meaning from Context

Based on the video, write what the following three phrases probably mean in English.

1. getrocknete und nicht getrocknete Früchte

\_\_\_\_\_

2. aus kontrolliert biologische Anbau

\_\_\_\_\_

3. sind aus Holz oder andere natürlichen Materialien

\_\_\_\_\_



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### F. Comparing Cultural Perspectives

Based on the narrator's point of view and the information that she shared, who do you think her intended audience could be? Name two groups of people for whom the video may have been created and explain why you think so.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would this video be different if it were written for a US audience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### G. Personal Reaction to the video: (Please answer the questions in your best German)

1. Think about a tradition that is a part of a holiday that you celebrate which has something in common with the German Christmas market tradition. Explain how the two traditions are similar and different.

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2. What do you think of the information presented in the video? Give specific examples of what you like/appreciate and/or do not like about the Christmas market tradition and tell why.

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

### **Situation/Prompt**

With a partner, students will complete this task. Students can brainstorm before completing the task by looking at their Interpretive Task information and or by using information they have learned throughout the unit.

With a partner, play either the role of a worker at a German Christmas market or a friend or family member of the worker. Ask and respond to questions about experiences at the German Christmas market, from the perspective of your chosen role, using information from the authentic resource above as the basis of your responses. Questions should not only address experiences at the Christmas market, but should also inquire into preferences, opinions, feelings and advice.

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

### **Situation/Prompt:**

As a worker at a German Christmas market, write a diary entry detailing your specific experiences there and your thoughts about both the common practices and products of this holiday tradition. Additionally, reflect on and describe how one typical product at a German Christmas market compares to a product that is also meaningful as part of a holiday in your home country. What do both products represent in their respective cultures in your opinion and why?