

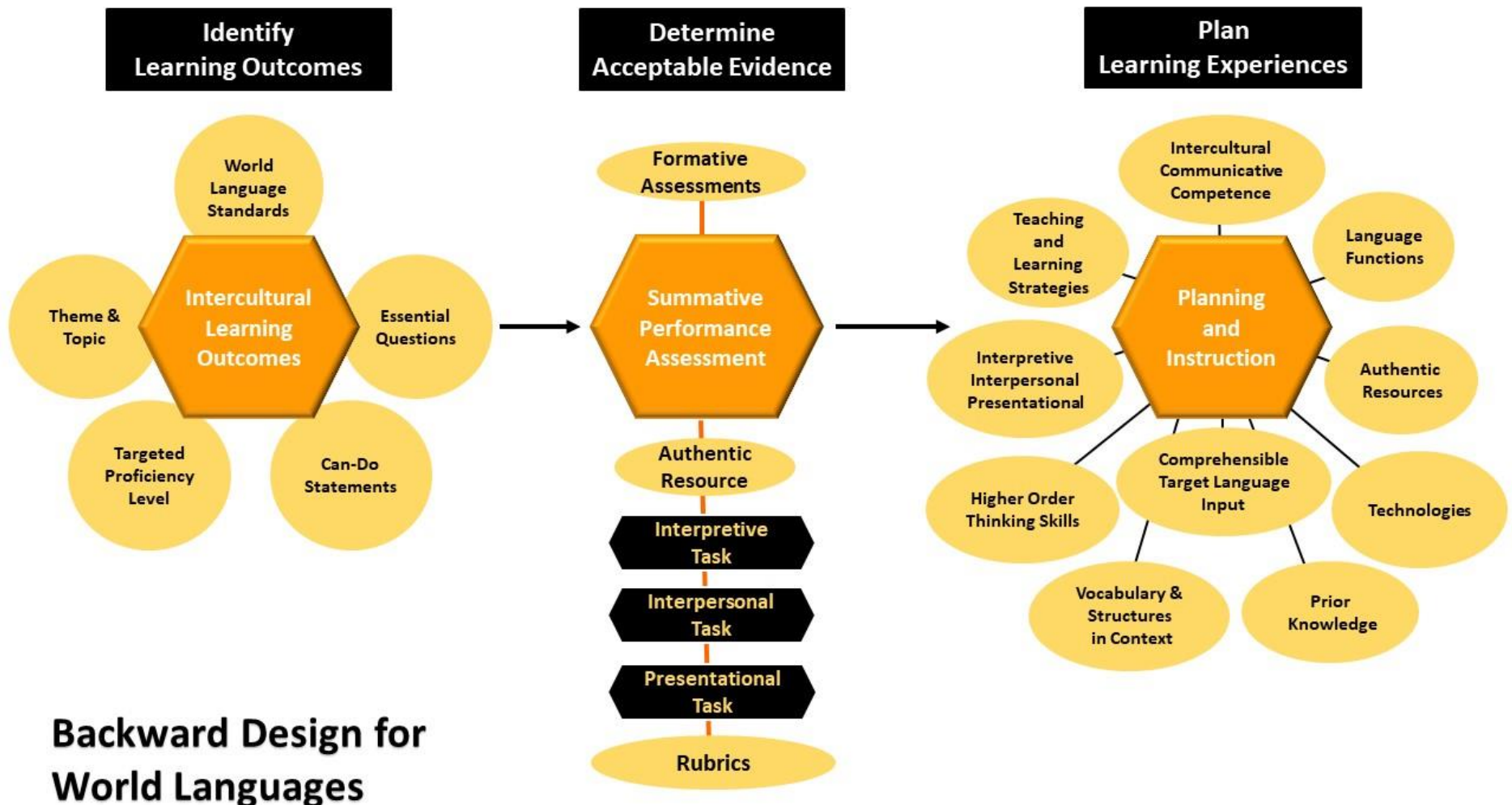
Intermediate Low/Mid – Cultural Celebrations

Backward Design of a Latin 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 Low/Mid – Cultural Celebrations

Backward Design of a Latin 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
<p>Targeted Proficiency Level</p> <p>Choose the proficiency level that this unit is targeting.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 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. 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. 	<p>Targeted Proficiency Level</p> <p>Intermediate Low / Mid</p>
<p>Unit Overview</p> <p>Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> 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. 	<p>Unit Overview</p> <p>Theme: Families and Communities</p> <p>Topic: Cultural Celebrations</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do cultural celebrations build community? How and why do families and communities keep cultural traditions alive? Why is it important to maintain cultural celebrations?

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<p>Intercultural Learning Outcomes</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 Learning Standards and in the NCSSFL-ACTFL Intercultural Can-Do Statements</p> <ul style="list-style-type: none"> • 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. 	<p>Intercultural Learning Outcomes</p> <ul style="list-style-type: none"> • 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>Standards</p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards.</p> <ul style="list-style-type: none"> • 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. 	<p>Targeted Standards: Intermediate Low / Mid</p> <p>Interpretive Intercultural Communication and Literacy: 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>Interpersonal Intercultural Communication and Literacy 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>Presentational Intercultural Communication and Literacy 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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<p>Summative Assessment</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>Summative Assessment Tasks</p> <p><i>The full assessment can be found at the end of this unit template</i></p> <p>Authentic Resource Magister Craft Transcript</p> <p>Interpretive Task Students will use the text, "Magister Craft" for comprehension and literacy-based questions.</p> <p>Interpersonal Task As a class and in small group conversations with follow up questions, compare and contrast what has been read with current cultural celebrations, especially in light of the diverse cultural backgrounds of the class.</p> <p>Presentational Task There are many similarities and connections that can be drawn between the Parilia and our Independence Day. Create a Venn Diagram to compare and contrast the Parilia festival and American Independence Day. Consider activities, important figures, traditions, and any religious significance.</p>
<p>Prior Knowledge or Pre-Assessment</p> <p>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.</p> <ul style="list-style-type: none"> • Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions. 	<p>Prior Knowledge or Pre-Assessment Activities</p> <ul style="list-style-type: none"> • Roman and American celebrations and traditions, specifically the Romulus and Remus myth and Independence Day/Fourth of July. • Roman celebrations and traditions and their importance to Roman society. • American and Roman government-sponsored games/activities.

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<p>Language Functions/Forms and Vocabulary</p> <p>Determine the language functions and forms learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<p>Language Functions</p> <ul style="list-style-type: none"> Comprehending text Describing people, places and things Describing actions Description of cultural event Narration of events Retelling past events <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Verb forms and subjects Direct and indirect object Possession and pronouns Prepositional phrases Adjective agreement and adverbial phrases Conjunctions Participles Time constructions and Roman numerals <p>Vocabulary</p> <p><u>Low frequency vocab</u></p> <ul style="list-style-type: none"> acervus, acervi; ardeo, ardēre; cinis, cineris; condo, condere; fabalis, fabale; festus-a-um; fumus, fumi; lac, lactis; libum, libi; natalis, natale; pastoralis, pastorale; precor, precari; purgo, purgare; quinquagesimus-a-um; ritus, riti; sapa, sapae; septingentisimus-a-um; stipula, stipulae; transilio, transilire; vicesimus-a-um; vitulus, vituli <p><u>Mid frequency vocab</u></p> <ul style="list-style-type: none"> mensis, mensis; ovis, ovis; pastor, pastoris; ter

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<p>Authentic Cultural Resources</p> <p>Choose authentic cultural resources that are relevant to the learning outcomes of this unit.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ 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. 	<p>Authentic Cultural Resources</p> <p>Authentic Resources</p> <ul style="list-style-type: none"> • Ovid’s Fasti Book IV (lines 721-862) • Cato’s Recipe for Libum (paragraph 75) • Magister Craft’s Latin Minecraft Video - Parilia • Dramatization of Parilia in Magister Craft’s Classroom <p>Cultural Resources</p> <ul style="list-style-type: none"> • Suvée Painting “The Festival of Pales” • Britannica article on Parilia • Oxford Classical Dictionary entry on Parilia • NovaRoma article on Parilia • Modern Recipe for Libum

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<p>Instructional Strategies</p> <p>Create learning experiences related to the unit outcomes that will reach a wide range of learners, using strategies based on Universal Design for Learning principles (i.e., a variety of ways for engagement, practice and demonstration of learning).</p> <p>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.</p>	<p>Instructional Strategies</p> <p>Interpretive Reading and Listening/Viewing Activities</p> <ul style="list-style-type: none"> Read a Latin text about the Parilia, and underline or highlight any words that you recognize. Watch a video about the Parilia and write down words that you recognize, or after you are finished watching, retell what you saw using your own words. <p>Interpersonal Activities</p> <ul style="list-style-type: none"> Create and use graphic organizers, Venn Diagrams or timelines, for support and evidence in the comparison and contrast of the various cultural celebrations discussed. As a class and in small group conversations with follow up questions, discuss what year it would be now if the year of the birth of Rome were used as year one or what year would it be now if the year of the founding of the class's hometown were used. Discuss whether or not the celebration has made its way into American culture. Explain why/not. Classmates pretend that they are in the target culture and preparing for this Roman celebration. Where will the festival be held? What activities will be planned? What foods will be served? How will others know about the festival? Who will be invited? When will it be? Who will plan to do what? Classmates invite each other to the celebration and respond to their invitations. Classmates discuss the celebration and encourage each other to participate. <p>Presentational Writing and Speaking</p> <ul style="list-style-type: none"> Prepare a libum from an authentic recipe for the class. Create a schedule of tasks to complete in order before the day of the Parilia. Create a fresco (or painting or mosaic) of your idea of what the Parilia looked like. Leave a voicemail (Google voice) for someone about your plans for the Parilia. Write a thank-you letter to a guest or the host after the Parilia. Recreate a component of the Parilia (dress, decoration, music, dance, etc.) and present it to the class - live or recorded. Create a comparison board of the Parilia vs. our Independence Day in Latin. Share it in groups. Tell in English why you included the elements that you chose. Describe a photo of the Parilia (Suvée Painting "The Festival of Pales").

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	<p>Contextualized Vocabulary and Structures</p> <ul style="list-style-type: none"> • Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice. • For individual student practice, students could use Quizlet or similar websites. • Point out cognates to words in the target language. • Recognize repeated words in the authentic resources. • Sort or classify words. • Match words with definitions. • Identify people, places and things involved in the Parilia. <p>Technology Integration</p> <ul style="list-style-type: none"> • 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. • 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. <p>Formative Assessments</p> <ul style="list-style-type: none"> • Break down tasks into clear and manageable steps. Respond to questions about expectations once steps are explained and before students begin assignment at hand. • 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. • Give informal assessments of individuals in a whole class setting. • Create stations where students can either check in with the teacher or in small groups to clarify any questions students may have. • Assess/give feedback throughout the process, with a focus on progress toward the learning outcomes of the unit.

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	<p>Students With Disabilities</p> <ul style="list-style-type: none"> • Provide tiered readings / text. • Provide closed captions to video and audio content. • Enable speed settings on audio / video. • Provide graphic organizers; use color coding. • Use as many modalities as possible (video, audio, text; static, dynamic etc.). • Break down activities into discrete steps. • Allow students to pre-view and re-view content; multiple interactions with the content to improve learning outcomes. • Create a graphic organizer with specific instructions/information. • Enable flexible grouping based on ability or interest level. <p>Gifted Students</p> <ul style="list-style-type: none"> • Write and present a personal journal entry or a letter to a friend (or an historical Roman) describing the holiday experience. • Draw a storyboard or build and present a shadowbox of the events described. • Make and present a video or podcast emphasizing some aspect of the cultural celebration. • Create a physical or digital activity reinforcing vocabulary and cultural content described, with your class as the intended audience and present to your classmates.
<p>Student Engagement</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"> • Ohio's World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners. 	<p>Student Engagement: College, Career or Life Connections</p> <ul style="list-style-type: none"> • Students examine the meaning of different holidays in their lives and consider the roles of holidays in the ancient past. <ul style="list-style-type: none"> ○ To what aspects of the Parilia festival can modern students relate? ○ Are any of the symbols and materials used in the Parilia familiar? ○ Why were these things important to the Romans? ○ Brainstorm with students potential reasons for the rituals of the Parilia. ○ Discuss its development of a relationship to the Romulus foundation story, and whether / how holidays such as the Fourth of July may be considered similar to and different from the Roman Parilia.

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<p>Intercultural Reflection</p> <p>Encourage learners to engage in deeper reflection on the cultural content of the unit, either in class in the target language, or outside of class in English.</p> <ul style="list-style-type: none"> • 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: • “Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s native language. 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 Reflection Tool, 2017). 	<p>Intercultural Reflection Questions or Activities</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"> • How are Roman calendars different than modern calendars? • What natural phenomena led the Romans to measure time the way they did? • What phenomena have led the modern cultures to measure time the ways that they have? • How do the changes in time reflect cultural shifts across history? • Why are certain traditions or events so important to the identity of individuals or a community? • What new insights about yourself and others have you gained from thinking about this? • What did you learn that was new or interesting or might change the way you think about something?

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Summative Assessment – IPA

Intermediate Low / Mid

Topics: Cultural Celebrations and Building Community

Interpretive Communication

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

Cultural Resource:

Magister Craft's "Parilia"

Hodie est dies unus et vicesimus mensis Aprilis. Itaque est dies natalis Romae. Roma condita est anno septingentesimo quinquagesimo tertio DCCLIII a.C.n*. Apud Romanos antiquos hodie erat quoque dies festus. Nomen festo erat Parilia vel Palilia. Pales dea pastorum erat. Curabat pastores. Itaque Parilia erat festum pastorale. Ritus antiquus sic erat: Pastores se et oves aqua purgabant. Fumum fecerunt sanguine equi, cineribus vituli et stipulis fabalibus. Pastores Deae Pali sacrificia privata faciebant. Lac et liba dabantur. Pastores quoque sacrificia publica faciebant et semper lactem et liba dabant. Tum pastores Palem precabantur. Postea pastores lactem et sapam bibebant. Deinde pastores et oves per acervos ardentes ter transiliebant. Tandem pastores et amici cenam magnam sub caelo faciebant. Io Parilia! Felix dies natalis Romae!

*a.C.n. = *ante Christum natum*, which is now referred to as BCE (*before common era*) to ensure inclusivity. The Romans would have referred to this date as AUC (*ab urbe condita*, from the founding of the city).

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1. Word Recognition. Find the word(s) from the text that best expresses the meaning of these English phrases.

- i. Today is:
- ii. Pales cares for:
- iii. Is what the shepherds drink:

2. Main Idea. Using information from the passage, provide the main idea in English.

3. Supporting Details. Are the following details supported by what you read in the text? Label each with *certe* or *minime*.

- i. Rome was built in 510 BC.
- ii. The name of Pales' festival is "pastorum."
- iii. Shepherds cleaned themselves and their sheep.
- iv. Shepherds make their sacrifices only in public among large crowds.
- v. Shepherds and their sheep jump across burning piles.

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4. Organizational Details. How is the passage organized? Please circle all that apply.

- i. Biographical
- ii. Chronological
- iii. Description
- iv. Problem and Solution
- v. Pros and Cons

What clues in the passage led you to your choices?

5. Guessing Meaning. Based on the passage, write what the following three expressions probably mean in English.

- i. dies festus _____
- ii. fumum fecerunt _____
- iii. sub caelo _____

6. Making Inferences. Looking at the three inferences, select the best inference from the text. Provide evidence from the passage to support your selection.

Pales is a nature goddess worshipped only in cities.

Food is a major part of the rites.

Practitioners of Pales' rites are mainly in the military.

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7. Author's Perspective. Why was this resource written? Choose the perspective or point of view that are the intended purpose of this resource? You may choose more than one.

- i. clinical/scientific data
- ii. historical
- iii. humanistic

Justifications from the passage:

8. Comparing Cultural Perspectives.

- i. What are the cultural similarities and differences between the Parilia and Fourth of July?
- ii. How do the practices in the passage reflect the target culture perspectives?
- iii. What did you learn about the target culture from this passage?

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9. Personal Reaction to the Text. Using specific information from the passage (i.e. quote the Latin), describe your personal reaction to it. Be sure to provide reasons that support your reaction.

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

Situation/Prompt

As a class and in small group conversations with follow up questions, compare and contrast what has been read with current cultural celebrations, especially in light of the diverse cultural backgrounds of the class.

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

Situation/Prompt:

There are many similarities and connections that can be drawn between the Parilia and our Independence Day. Create a Venn Diagram to compare and contrast the Parilia festival and American Independence Day. Consider activities, important figures, traditions, and any religious significance.