

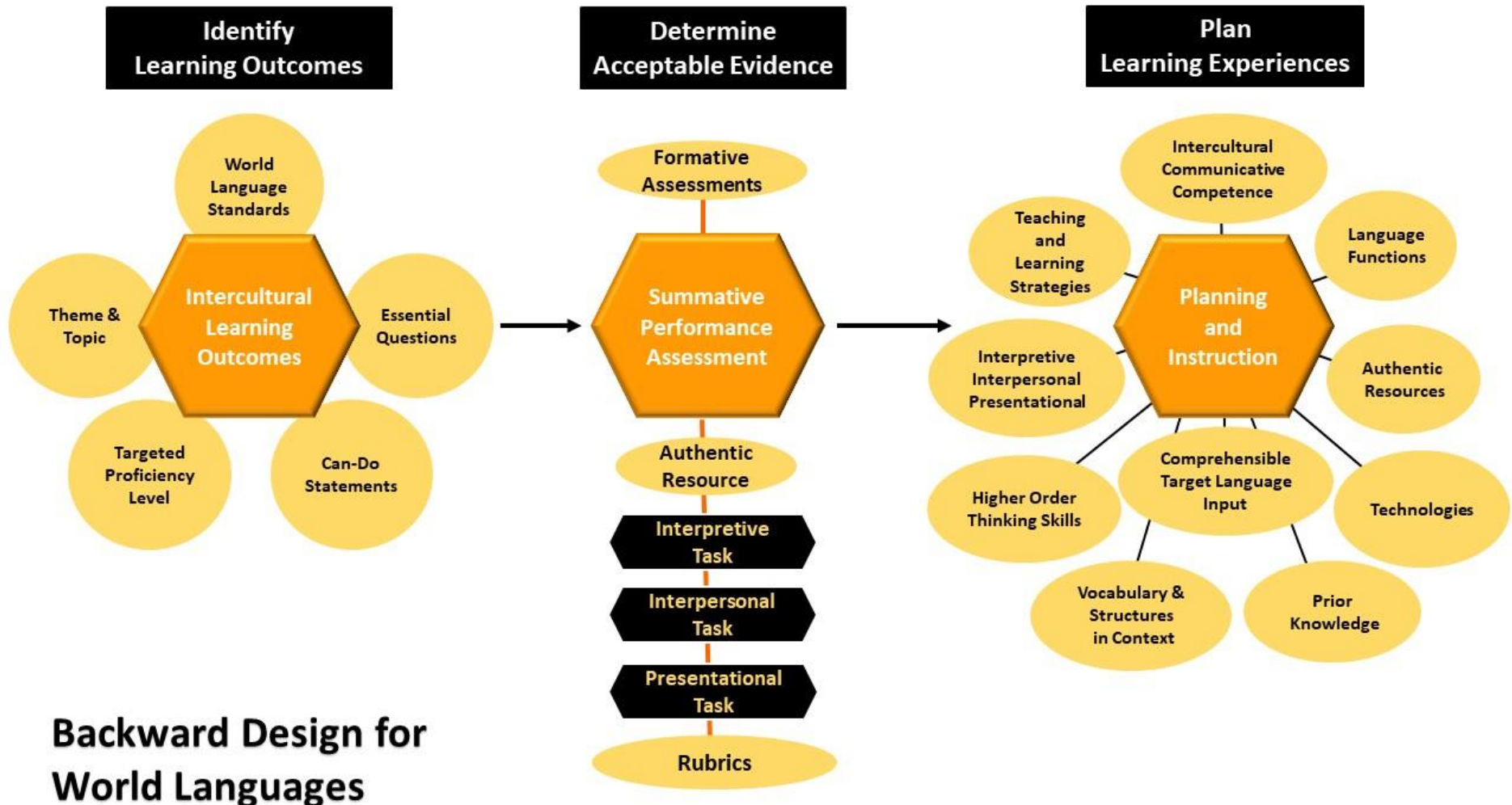
# Intermediate Low/Mid – Cultural Celebrations

## 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

# 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> <p><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.</p> </li> <li> <p><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.</p> </li> <li> <p><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.</p> </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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<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 Resources:</b>  <a href="#">Tradiciones Navideñas en el Mundo</a> and <a href="#">La Tradicion de la Navidad</a></p> <p><b>Interpretive Task</b>          Using the above authentic resources and the assessment provided, complete the Interpretive Reading tasks. Learners will recognize key words/phrases, determine author’s purpose, determine supporting details, guess meaning from context, and determine main topic of an authentic reading.</p> <p><b>Interpersonal Task</b>          Con un compañero/maestro, compara tus propias celebraciones de diciembre con una de las celebraciones de diciembre en la infografía. Incluye información específica sobre cómo celebras con tu familia los eventos culturales en diciembre y por qué son importantes para tu cultura.</p> <p><i>With a partner/teacher, you will compare your own December (or other) celebrations with the one of the December celebrations that you have read about in the resource. Be sure to include specific information about how your family celebrates cultural events in December (or another month) and why they are important to your culture.</i></p> <p><b>Presentational Task</b>          Crea un podcast que compara tus experiencias culturales durante el mes de diciembre con las celebraciones navideñas en el mundo hispanohablante. Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.</p> <p><i>Create a podcast that compares your cultural experiences during the month of December (or other) with the Christmas celebrations of the Spanish-speaking world. Compare your observations about the communities in which you have lived with observations about a region of the Spanish-speaking world that is familiar to you. In your presentation, you can refer to what you have studied, lived, observed, etc.</i></p>

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<p><b>Prior Knowledge or Pre-Assessment</b></p> <p><a href="#">Activating prior knowledge</a> before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> <li>Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions.</li> </ul>	<p><b>Prior Knowledge or Pre-Assessment Activities</b></p> <ul style="list-style-type: none"> <li>Vocabulary related to calendar, families, homes and basic travel.</li> <li>Geography and immense scope of cultural perspectives and practices of the Spanish-speaking world.</li> <li>Create simple phrases and sentences related to familiar topics such as daily life and family traditions.</li> <li>Identify whether or not a text/conversation takes place in the present, future or past tense using context clues and/or known words.</li> <li>Speak in short sentences and interact in most survival situations by incorporating prior knowledge and creating language that might be filled with hesitancy and/or minor inaccuracies.</li> <li>Ask basic questions in a familiar context.</li> <li>Pre-assessment Activity: Student survey about December/end of year celebrations in their own culture. <i>Example: ¿Cuáles son tus celebraciones?</i></li> </ul>
<p><b>Language Functions/Forms and Vocabulary</b></p> <p>Determine the <a href="#">language functions and forms</a> learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> <li>Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms.</li> <li><a href="#">Present grammar in a meaningful context</a> as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. <a href="#">Learn about</a> the PACE model for contextualized input.</li> </ul> <p>Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. <a href="#">Learn more</a> about [ i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.</p>	<p><b>Language Functions</b></p> <ul style="list-style-type: none"> <li>Create simple or connected sentences with familiar language</li> <li>Ask and answer simple questions on familiar topics</li> <li>Compare and contrast products and perspectives</li> <li>Handle a simple transaction or situation</li> </ul> <p><b>Language Forms/Structures</b></p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Imperfect tense (regular and high frequency irregular), preterite tense (regular and high frequency irregular)</li> <li>Comparisons</li> </ul> <p><b>Vocabulary Taught in Context</b></p> <ul style="list-style-type: none"> <li>There are five short lists of relevant vocabulary and phrases related to December cultural celebrations found <a href="#">here</a>. These lists are intended to be used as a starting point for identifying and selecting the specific words and phrases to be used by individual teachers. It is not an exhaustive list and the intention is that teachers will add or delete terms and phrases based on both the experience and backgrounds of the students in the classroom. It is not necessary or expected for students to master all the terms and phrases on these lists in order to successfully achieve the outcomes of this unit.</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 style="text-align: center;"><b>Authentic and Cultural Resources Used Throughout This Unit</b></p> <ul style="list-style-type: none"> <li>• <a href="#">General Christmas resources</a></li> <li>• <a href="#">España en invierno (tourism)</a></li> <li>• <a href="#">Holiday Resources</a></li> <li>• <a href="#">Laloterianavidad.com/</a></li> <li>• <a href="#">ABC Guía de Lotería Article</a></li> <li>• <a href="#">2019 Lotería Anuncio</a></li> <li>• <a href="#">2015 Lotería Anuncio Justino</a></li> <li>• <a href="#">Los españoles gustarán más</a></li> <li>• <a href="#">Media Market (Spain Holiday Commercial)</a></li> <li>• <a href="#">La Estrella de Navidad (Spain Holiday Commercial)</a></li> <li>• <a href="#">Corte Inglés (Spain Holiday Commercial)</a></li> <li>• <a href="#">Deco Sports (Comparison of Spain and US Holiday)</a></li> <li>• <a href="#">Colegio España (Comparison of Spain and US Holiday)</a></li> <li>• <a href="#">Experiencias Navideñas</a></li> <li>• <a href="#">Mi Cuento</a></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>• Read and watch a variety of ads or videos from the target culture for American and target culture celebrations.</li> <li>• Compare and analyze how December (or other) holidays are 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> <li>• Any of these activities may become a formative assessment by having students turn in written, verbal or video versions of their understanding of the material. Ideas include: exit tickets, homework, multiple choice checks (Google Forms), Flip, Google voicemail, or other in-person or digital formats.</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. What would you change? Does it make you want to celebrate differently? etc. Use the graphic organizers from interpretive activities for support and evidence in your discussions.</li> <li>• Talk about videos or reading excerpts that you liked and why you like them, how they make you feel about your own cultural celebrations and what would happen if those celebrations weren't there.</li> <li>• Imagine new ways that cultural celebrations could incorporate more diversity and a growing sense of family and community.</li> <li>• Once you have talked this through, either share your conversation with your teacher or record yourselves.</li> </ul> <p><b>Presentational Writing and Speaking Activities:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm/share ways that cultural celebrations are alike and different and why, in the US and the target culture.</li> <li>• Brainstorm reasons why some celebrations continue while others undergo changes through time.</li> <li>• Practice giving feedback about cultural celebrations (with the whole class, in small groups, individually) as to how they are similar or different to your own cultural celebrations.</li> <li>• Together, go through a step-by-step process of creating an effective written comparison of your cultural celebration and one from the target culture.</li> </ul>



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## Backward Design of a Spanish Intercultural Unit and Assessment

### Contextualized Vocabulary and Structures Activities

- Use articles, videos, blogs, short stories, commercials, invitations, etc. to introduce/review vocabulary and grammar/structures in context.
- 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.
- Vocabulary in context: [Sample Vocabulary Activity](#)
- Structure/Grammar in context: [Sample Structure/Grammar Activity](#)

### 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:

- Focus on activities and assessments on areas where native speakers struggle (e.g., create tiered reading, writing).
- Create a list of 'dos and don'ts' in the heritage culture for a specific celebration.
- Interview a parent or adult at home about their experiences celebrating a 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. They can identify similarities and differences with any local celebrations that they may have experienced.

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	<ul style="list-style-type: none"> <li>• When L2 learners are presenting, have native/heritage learner take notes to prepare a "letter to the editor" about what was presented</li> <li>• If there are multiple native/heritage speakers in the class, have them work in a group to prepare the "perfect" celebration of a chosen holiday in the heritage culture.</li> <li>• Journal privately or to share with teacher about cultural comparisons of holidays.</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 a US and a target culture celebration, such as slideshow presentation, model, artwork or artifact (e.g., costume piece).</li> <li>• Consider a group project where students interview one another discussing and comparing a US and target culture 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 Carnival and its celebration around the world. Digital or 2D formatting could be used.</li> <li>• Keep presentational requirements open-ended and challenge students to be as creative as possible.</li> <li>• Ensure that students refer to the proficiency level descriptors during language input/output.</li> </ul>

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<p><b>Student Engagement</b></p> <p>Help learners determine the relevance of this unit to their current life or future goals. Why and how is this content or learning useful to them?</p> <ul style="list-style-type: none"> <li>• <a href="#">Ohio's World Language Career Connections</a> has lessons, videos, activities and ideas for making world language content relevant for learners.</li> </ul>	<p><b>Student Engagement: College, Career or Life Connections</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of students' interests, as well as student choice and voice, to allow them to find ways to engage with the information in a personal or motivating way.</li> <li>• 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>
<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:             <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>	<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>• How do your own cultural celebrations impact your relationships with your family?</li> <li>• How does your community celebrate various cultural events? Are certain events more celebrated or more “important” than others? Why or why not?</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 during the month of December (or other) after learning about various cultural celebrations that are different from your own?</li> <li>• Why do you think some cultural celebrations continue while others disappear over time? What makes a celebration worth continuing?</li> <li>• Do you think any other festivals or celebrations in your country are over-commercialized or have lost their original meaning?</li> <li>• What is something new or interesting you learned that might change the way you think about things?</li> </ul>

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

Intermediate Low – Mid

Topic: Cultural Celebrations Building Community

#### Interpretive Reading

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

Authentic resource: [¿Cómo se puede entender la Navidad?](#)

A. **Key Word Recognition.** Find the phrases in the infographic that best express the following:

- a. is in charge of protecting the farm animals

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- b. the town where Jesus was born

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- c. there is dinner, dancing and an exchange of gifts

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

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**C. Supporting Details:** Based on the information in the reading passage, which of the following ideas are mentioned or supported?

- a. \_\_\_\_\_ Besides the US, there are children in other countries that wait for the arrival of Papa Noel or Santa Claus.
- b. \_\_\_\_\_ Christmas is celebrated in all parts of the world in one way or another.
- c. \_\_\_\_\_ The Spanish celebration is similar to the Mexican celebration.
- d. \_\_\_\_\_ Receiving presents is common in many countries.
- e. \_\_\_\_\_ In many countries, there are religious aspects to celebrations.

**D. Organizational Details:** How is this infographic organized? Circle all that apply.

- a. Descripción
- b. Historia
- c. Problema y solución
- d. Compara y contrasta
- e. Cronológico

What clues in the infographic led you to your choices?

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**E. Guessing Meaning from Context.** What do the following Spanish words/phrases mean in English?

1. son los encargados de llevar los regalos (España) : \_\_\_\_\_
2. terminada la ceremonia, se saca al niño Jesús en procesión (Bolivia) : \_\_\_\_\_
3. los niños cuelgan calcetines y esperan la visita (China) : \_\_\_\_\_

**F. Author's Purpose:** What is the author's purpose in writing this text? Circle all that apply.

- clinical/scientific data                      factual information                      historical background
- moral/religious comparison                      comic

Evidence: Support your choice(s) above with evidence from the infographic:

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**G. Making Inferences:** Describe las semejanzas y las diferencias entre los países hispanohablantes en la infografía. ¿Por qué son importantes los productos y las prácticas para las celebraciones navideñas en el mundo hispanohablante?

*Describe the similarities and differences between the Spanish-speaking countries in the infographic. Why are products and practices important for Christmas celebrations in the Spanish-speaking world?*

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# Intermediate Low/Mid – 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:**

Con un compañero/maestro, compara tus propias celebraciones de diciembre con una de las celebraciones de diciembre en la infografía. Incluye información específica sobre cómo celebras con tu familia los eventos culturales en diciembre y por qué son importantes para tu cultura.

*With a partner/teacher, you will compare your own December (or other) celebrations with the one of the December celebrations that you have read about in the resource. Be sure to include specific information about how your family celebrates cultural events in December (or another month) and why they are important to your culture.*

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

**Situation/Prompt:**

Crea un podcast que compara tus experiencias culturales durante el mes de diciembre con las celebraciones navideñas en el mundo hispanohablante. Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

*Create a podcast that compares your cultural experiences during the month of December (or other) with the Christmas celebrations of the Spanish-speaking world. Compare your observations about the communities in which you have lived with observations about a region of the Spanish-speaking world that is familiar to you. In your presentation, you can refer to what you have studied, lived, observed, etc.*