

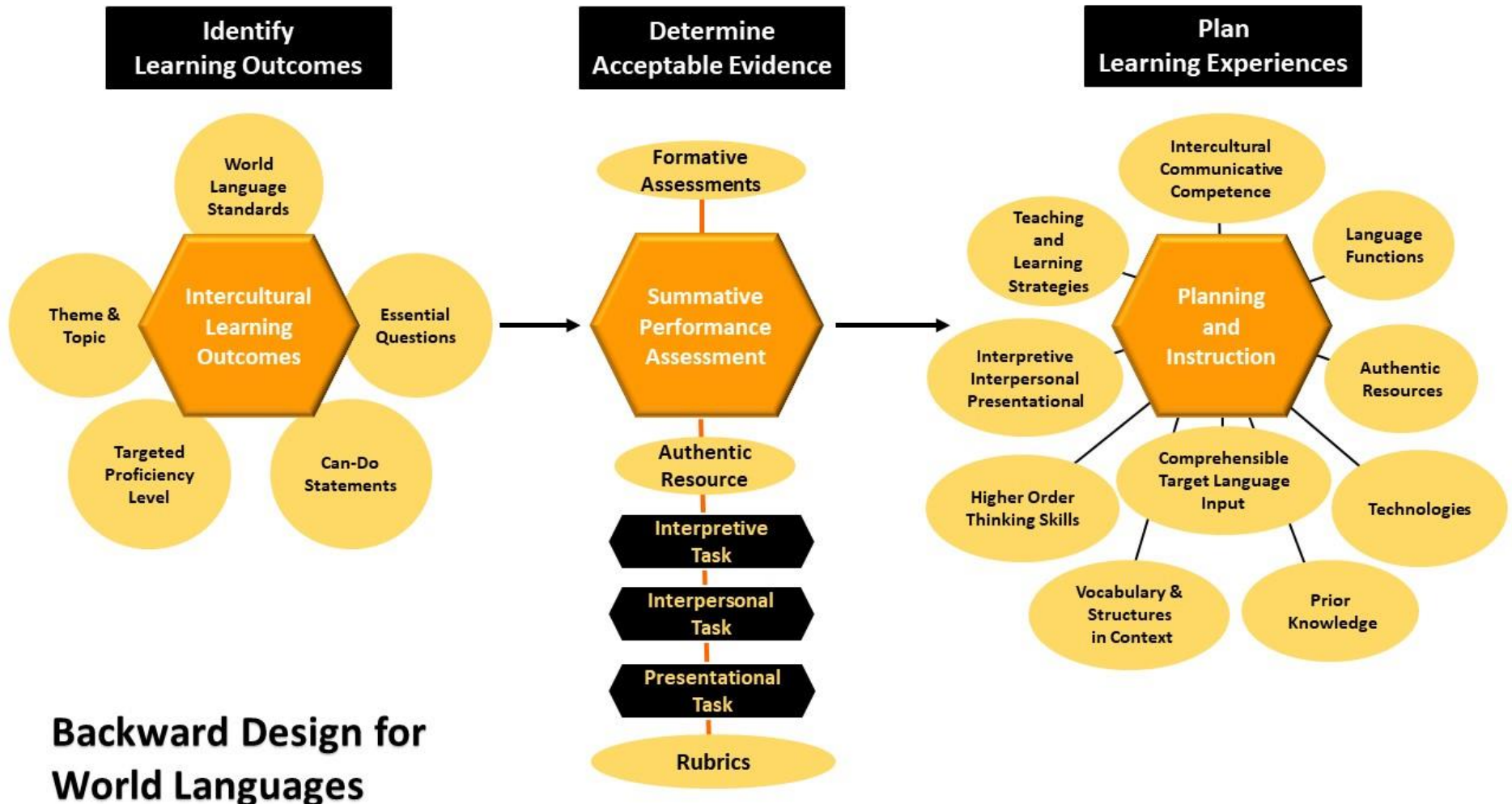
Novice Mid/High – Cultural Celebrations

Backward Design of a French 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

Novice Mid/High – Cultural Celebrations

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<p>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<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>Novice Mid / High</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 are celebrations in the target culture similar to and different from our celebrations? • How do cultural celebrations reflect a community's identity?

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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 identify and compare important elements of cultural celebrations in my own and other cultures.
- I can identify the value of cultural celebrations for communities.

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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: Novice Mid / High</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>INT-C.NM.3: Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations. INT-C.NH.1: Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. INT-C.NH.2: Identify and compare familiar or everyday behaviors in native and other cultures. INT-LIT.NM.1: Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. INT-LIT.NH.1: Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. INT-LIT.NM.3: Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?” INT-LIT.NH.3: Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?” INT-LIT.NM.4: Make personal connections to a text using prior knowledge or experiences.</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>INP-C.NM.3 & INP-C.NH.3: Request and share simple information on familiar or everyday topics. INP-C.NM.5: Express basic preferences or feelings and react to those of others. INP-C.NH.5: Express, ask about and react to simple preferences, feelings or opinions on familiar topics. INP-LIT.NM.1: Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. INP-LIT.NM.2: Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words. INP-LIT.NH.2: Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. INP-LIT.NM.3: Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>P-C.NM.2: Present in very familiar intercultural situations using practiced or learned language and behaviors. P-C.NM.3: Give simple information about very familiar topics. P-C.NH.3: Give simple descriptions of familiar and everyday topics. P-C.NM.4: Provide simple details about self, interests and activities. P-C.NH.4: Provide details about personal life, interests and activities. P-LIT.NM.3: Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.</p>

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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

Authentic Resource:

[Programmation pour Carnaval](#) (for subsequent years, click *Programmation* on the main menu.)

Interpretive Task:

Complete a [graphic organizer](#) provided by the teacher in which you write down what activities you choose to do on 3 days of Carnaval, answering when and where those activities take place. Tell at least three tangible or emotional benefits that Carnaval brings to the communities who celebrate.

Interpersonal Task:

With your partner, discuss how people in Quebec celebrate Carnaval while using the graphic organizer you prepared for the interpretive task and the website if needed. Share the benefits of celebrating Carnaval.

Presentational Task:

Options:

- Write a text to a friend, telling her three things you are going to do to celebrate Carnaval instead of Mardi Gras this year and why.
- Create a Google Slide presentation in which you compare Carnaval in a francophone country to a holiday in the United States, using simple sentences on each slide.
- Make a VENN diagram in which you compare Carnaval with Mardi Gras.
- Fill in a planner with activities that you are going to do to celebrate Carnaval to show that you know how to celebrate this holiday.

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<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">• List francophone holidays previously studied.• Identify a few very familiar practices about other francophone holidays.• Provide basic information about other francophone holidays.• Express feelings or preferences about other francophone holiday.• Answer questions about days of the week or months of the year.• Imitate culturally appropriate behavior at a holiday celebration.• Name some objects related to francophone holidays.• Regular verb conjugation review.• Review question making.

Novice Mid/High – Cultural Celebrations

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Language Functions/Forms and Vocabulary

Determine the [language functions and forms](#) learners will need to meet the learning outcomes of this unit.

- Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms.
- [Present grammar in a meaningful context](#) as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. [Learn about](#) the PACE model for contextualized input.

Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. [Learn more](#) about [i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.

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

Language Functions

- Expressing likes and dislikes
- Describing people, places and things.
- Comprehending text.
- Asking and responding to informational questions.
- Comparing tastes and preferences.

Language Forms/Structures

- Subject/verb agreement for relevant verbs and subject.
- Present and immediate future verb tense
- Nouns and pronouns
- Adjectives
- Question formation(Interrogatives) and declarative sentences
- Preference verbs
- Comparatives

Vocabulary

- Francophone holiday vocabulary from previous study
- Question words
- Preference verbs
- Comparative words

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

Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- ACTFL [defines authentic texts](#) as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level.
- Ohio’s K-12 grid of [Interpretive Literacy standards and progress indicators](#) has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an [Interpretive template](#) for literacy-based tasks.
 - These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible.
- Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc.
- Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc.

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

Authentic Cultural Resources

Authentic and Cultural Resources for the Unit

- [Les 10 plus beaux carnivals du monde](#) - Carnaval around the world.
- [Le Carnaval en France](#). Reading with questions. Nice summary of what Carnaval is.
- [History of Carnaval](#)- Video in French which talks about the history of Carnaval.
- [Une autre vie](#): Article and video that talk about why people dress up for Mardi Gras.
- [Carnaval](#) - News report about how the holiday is celebrated in both France and abroad.
- [Mardi Gras New Orleans](#) - Site in English for tourists & residents who celebrate Mardi Gras.
- [Mardi Gras Creole](#) - Creole example with dual subtitles.
- [Official homepage for carnaval de Québec](#) - Videos, history, schedule of events.
- [Global Guide to Carnaval](#) - Advertisement with beautiful pictures of carnaval in Quebec.
- [7 Reasons to go to Carnaval Quebec](#) – Article supporting Carnaval in Quebec.

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Instructional Strategies

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).

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.

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

Instructional Strategies

Interpretive Reading and Listening/Viewing Activities

- Read a text on the [Carnaval de Guadeloupe](#)
- Highlight the words that you recognize.
- Complete this [Edpuzzle on Carnival in France](#) and how it's celebrated, from food to decorations, while building French vocabulary.

Interpersonal Activities

- In Conversation circles, ask and answer questions about Carnival in Guadeloupe referencing this resource
- Picture Prompt: Show students [pictures of Mardi Gras](#) and the series of pictures [in this article](#) . Talk about what you see, describe the photos, give your opinion of the photos (fun, interesting, boring, etc.)

Presentational Writing and Speaking

- Watch this [short video on Carnaval in Martinique](#) and this [video on Carnaval in Quebec](#). Complete a Venn Diagram comparing the two celebrations.
- Picture Prompt: Show students [pictures of Mardi Gras](#) and the series of pictures [in this article](#). Students write a simple story about what a tourist did during these photos.

Contextualized Vocabulary and Structures

- Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities.
- Use Quizlet, Conjuguemos or similar websites for individual student practice.
- Tell a story about your experience at Carnaval or Mardi Gras which provides various examples of pertinent vocabulary.
- Find or create pictures that explain Carnaval. Play Pictionary
- Point out cognates to words in the target language or match words with definitions.
- Recognize repeated words in the authentic resources or sort and classify words.
- Create a cloze activity with a level appropriate song/video on Mardi Gras or Carnaval.

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	<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 Google Street View to watch Carnaval 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. <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. <p>Native/Heritage Speakers</p> <ul style="list-style-type: none"> • Focus on activities and assessments on areas where native speakers struggle (e.g., reading, writing). • Create a list of Carnaval 'dos and don'ts' in the heritage culture. • Interview a parent or adult at home about his/her experiences celebrating Carnaval then summarize and present this information to the class. • Show and tell: Have the native/heritage learner create and present a slideshow about how Carnaval is celebrated in their culture using either images found online, or family photos. Ask them to identify similarities and differences with local celebrations they may have experienced.

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- 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" Carnaval celebration in the heritage culture.

Students With Disabilities

- Post links to all print and videos so students can read/watch them ahead of time and after, at their own pace and as much as they need. Provide target language subtitles, if helpful.
- Use example graphic organizers to break down the steps in evaluating the two celebrations as well as example stories to clearly define expectations (possibly even providing a story starter).
- Record lessons live or in advance, when possible, so students have continuous access.
- Use online practice sites for vocabulary, pronunciation and grammar/structures for extra support.
- Do learning stations, with one of the stations being time with the teacher.
- Pair students together who are able to provide a balance for another student's struggles.
- Provide extended time to complete the tasks at hand.
- Intentionally place students in the classroom to accommodate disability (closer to teacher or closer to board).
- Code and scaffold the lesson as necessary.
- Depending on accommodations, limit the requirements (number of sentences or ideas, etc.)

Gifted Students

- Select a Carnaval celebration (in Quebec, Martinique, Louisiane) and create a new logo or flag that represents that cultural celebration. Explain how the symbols or colors you use are important & relevant to that place's celebration. Cite your sources.
- Select a Carnaval celebration (in Quebec, Martinique, Louisiane). Research and dive deeply into one specific tradition from that cultural celebration (why, what, who). Provide three specific points you will use (in writing or conversation) in order to convince a friend to join you in participating in that tradition. Cite your sources.

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<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"> • 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. • Events Organizer Activity - Students imagine the role of an event organizer and come up with a plan of an event/show for the school. • Brainstorm how knowledge of Carnaval and Mardi Gras can be helpful in various professions (advertising, marketing, travel, entertainment, etc.).
<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"> • Describe how students in the francophone world celebrate Carnaval. • What values does a celebration like Carnaval bring to the community and its people? • What celebration in your culture would you compare to Carnaval? • How important would it be for you to adjust your behavior to fit in with teens in the target culture as they celebrate Carnaval? • What do you think a teen would think about the way Americans celebrate Mardi Gras? Do you think it would be hard for them to adjust their behavior? • 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?