

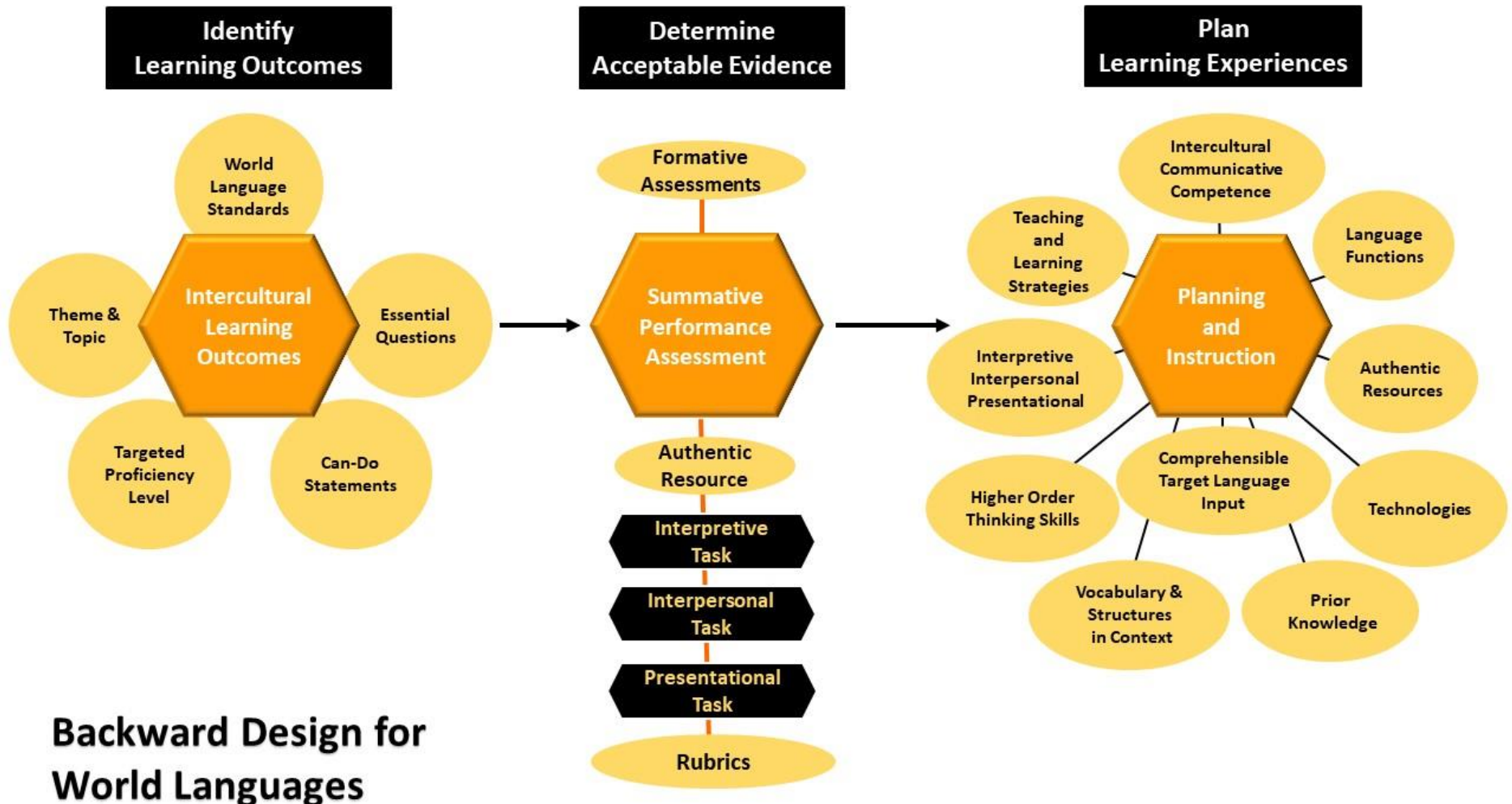
# Novice Mid/High – Cultural Celebrations

## 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

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

<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><b>Novice Mid / High</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 essential questions for world languages.</a></li> </ul>	<p><b>Unit Overview</b></p> <p><b>Theme: Families and Communities</b></p> <p><b>Topic: Cultural Celebrations</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are celebrations in the target culture similar to and different from our celebrations?</li> <li>• How do cultural celebrations reflect a community's identity?</li> </ul>

# Novice Mid/High – 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

### 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.

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin 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>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>Step-by-Step Backward Design of the unit.</b> <a href="#">Learn more about Backward Design</a></p> <p><b>Targeted Standards: Novice Mid / High</b></p> <p><b>Interpretive Intercultural Communication and Literacy</b></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><b>Interpersonal Intercultural Communication and Literacy</b></p> <p>INP-C.NM.3 &amp; 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><b>Presentational Intercultural Communication and Literacy</b></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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# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin 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>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>The full assessment can be found at the end of this unit template</i></p> <p><b>Authentic Resource</b>  <a href="#">Parilia Vici Entry</a></p> <p><b>Interpretive Task</b>          Students will use the text "Parilia Vici Entry" for comprehension and literacy-based questions.</p> <p><b>Interpersonal Task</b>          Students will exchange information about this ancient Roman festival.</p> <p><b>Presentational Task</b>          Create a shopping list one might take to the Forum Romanum when buying items needed for the Parilia celebration.</p>
<p><b>Prior Knowledge or Pre-Assessment</b></p> <p><a href="#">Activating prior knowledge</a> before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> <li>• Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions.</li> </ul>	<p><b>Prior Knowledge or Pre-Assessment Activities</b></p> <ul style="list-style-type: none"> <li>• Roman and American celebrations and traditions, specifically the Romulus and Remus myth and Independence Day/Fourth of July.</li> <li>• Roman celebrations and traditions and their importance to Roman society.</li> <li>• American and Roman government-sponsored games/activities.</li> </ul>

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

#### 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

- Comprehending text
- Describing people, places and things
- Describing actions
- Description of cultural event
- Narration of events
- Retelling past events

#### Language Forms/Structures

- Verb forms
- Subject
- Direct object
- Indirect object
- Possession
- Prepositional phrases
- Adjective agreement
- Conjunctions

#### Vocabulary

- [Low/High Frequency Vocabulary](#)

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

### 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 Resources

- [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](#)

##### Cultural Resources

- [Suvée Painting “The Festival of Pales”](#)
- [Britannica article on Parilia](#)
- [Oxford Classical Dictionary entry on Parilia](#)
- [NovaRoma article on Parilia](#)
- [Modern Recipe for Libum](#)

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

### 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 [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.

#### Interpersonal Activities

- Create and use graphic organizers, Venn Diagrams or timelines, for support and evidence in the comparison and contrast of the various cultural celebrations discussed.
- Discuss whether or not the celebration has made its way into American culture. Explain why or why not.
- Classmates pretend that they are in the target culture and discuss 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.

#### Presentational Writing and Speaking

- Create an invitation to the Parilia celebration in Latin. Include all necessary/appropriate details (date, time, place, what to bring).
- Create a “to-do” list of things to take care of before the big event.
- Create a graffito advertising the Parilia.
- Write a thank-you to a guest 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 storyboard in Latin of the Parilia. Share it in groups. Tell in English why you included the elements that you included.
- Describe a photo of the Parilia ([Suvéé Painting “The Festival of Pales”](#)).



# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

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

### Contextualized Vocabulary and Structures

- 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.

### 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 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.

### Formative Assessments

- 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.

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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	<p><b>Students With Disabilities</b></p> <ul style="list-style-type: none"> <li>• Provide tiered readings / text.</li> <li>• Provide closed captions to video and audio content.</li> <li>• Enable speed settings on audio / video.</li> <li>• Provide graphic organizers; use color coding.</li> <li>• Use as many modalities as possible (video, audio, text; static, dynamic etc.).</li> <li>• Break down activities into discrete steps.</li> <li>• Allow students to pre-view and re-view content; multiple interactions with the content to improve learning outcomes.</li> <li>• Create a graphic organizer with specific instructions/information.</li> <li>• Enable flexible grouping based on ability or interest level.</li> </ul> <p><b>Gifted Students</b></p> <ul style="list-style-type: none"> <li>• Write and present a personal journal entry or a letter to a friend (or an historical Roman) describing the holiday experience.</li> <li>• Draw a storyboard or build and present a shadow-box of the events described.</li> <li>• Make and present a video or podcast emphasizing some aspect of the cultural celebration.</li> <li>• Create a physical or digital activity reinforcing vocabulary and cultural content described, with your class as the intended audience and present to your classmates.</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 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"> <li>○ To what aspects of the Parilia festival can modern students relate?</li> <li>○ Are any of the symbols and materials used in the Parilia familiar?</li> <li>○ Why were these things important to the Romans?</li> <li>○ Brainstorm with students potential reasons for the rituals of the Parilia.</li> <li>○ 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.</li> </ul> </li> </ul>

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

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

### Intercultural Reflection

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.**

- 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).

### Intercultural Reflection Questions or Activities

*(In the target language in class or in English/native language outside of class)*

- How does the United States celebrate our founding?
- What do other countries do to celebrate their founding?
- Are there certain activities that happen at certain times of the year that celebrate a historic event?
- What celebrations include feasting, or large meals with many people?
- Can you think of any rituals that people participate in that don’t seem to make sense now, but probably did for some reason way back in history?
- Why are certain traditions or events so important to 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?

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

### Summative Assessment – IPA

Novice Mid / High

Topics: Comparing Cultural Celebrations

#### Interpretive Communication

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

Cultural Resource: [Parilia Vici Entry](#)

**Parilia** vel **Palilia** est antiquum Romanorum festum pastorale quo et rustici et urbani 21 die mensis Aprilis Palem deam obscuram colere solebant. Ovidius in quarto libro Fastorum hoc festum "poscitur": "non poscor frustra, si favet alma Pales. / alma Pales, faveas pastoria sacra canenti". Hic dies, quo iuvenes acervos stipulae ardentis transilire solebant, plenus erat rituum purgationis vel lustrationis. Romani antiqui hunc diem festum cum urbe condita ab Romulo iunxerunt. Circenses quoque annuos illo die instituit Caesar quia nuntius Mundanae victoriae anno 45 a.C.n. sero pridie Parilia Romam adlata est.

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

- i. Today is:
- ii. In what Ovid(ius) wrote:
- iii. Was instituted by Caesar:

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

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# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

- i. The festival of the goddess Pales is called Parilia or Palilia.
- ii. Only people in the country celebrated this festival.
- iii. Youths jump across large puddles of water.
- iv. The celebration of this festival was joined to the founding of Rome.
- v. Caesar learned he lost the Battle of Munda on this day.

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

- i. Autobiographical
- ii. Chronological
- iii. Description
- iv. Cause and Effect
- v. Pros and Cons

What clues in the passage led you to your choices?

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

- i. deam obscuram \_\_\_\_\_
- ii. urbe condita ab Romulo \_\_\_\_\_
- iii. Circenses \_\_\_\_\_

# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

**6. Making Inferences.** Looking at the following statement, list any evidence from the passage that helps you to determine whether it is true or false.

Pales is a nature goddess.

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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. factual
- ii. comic
- iii. moral

Justifications from the passage:

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# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

### 8. Comparing Cultural Perspectives.

- i. What are the cultural similarities and differences between the Parilia and harvest festivals?
- 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.

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# Novice Mid/High – Cultural Celebrations

## Backward Design of a Latin Intercultural Unit and Assessment

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

### Situation/Prompt

Exchange information with your partner about the celebration in a target language conversation.

in Roma antiqua es. est festum Parilia. quid vides?

habemusne festa pastoralia in nostro oppido/nostra urbe? quae festa sunt?

cur Romani festum Parilium celebraverunt?

putate de festis in nostro oppido/nostra urbe. quae sunt festa? cur haec festa celebramus?

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

### Situation/Prompt:

Create a shopping list one might take to the Forum Romanum when buying items needed for the Parilia celebration. Follow the four steps below as you create your shopping list:

Step 1: Research - what items would be needed for the Parilia celebration? Where might one find these items? Are there food items needed? Are there non-food items needed?

- Read the text - write down any main ideas about items necessary for the festival.
- Underline/highlight important details related to these items.

Step 2: Consider - who is writing this shopping list? Who is using it at the Forum?

- Is the writer creating the shopping list for their own personal use? Are they communicating this list to another person? Does this impact how specific it needs to be?

Step 3: Summarize - create a rough draft of your list based on your research.

- Make sure any descriptors of the items on the list are included.

Step 4: Create your shopping list - include all items you found in your research to be necessary for celebrating the Parilia. For each item, clarify where it is coming from and why you need it for the festival (this information will mostly come from the Step 1 Research).

- Have you included all items you want to include?
- Does the order in which the items are listed help the shopper have an easier trip?
- Does the visual (of the shopping list) help to convey the desired meaning?