

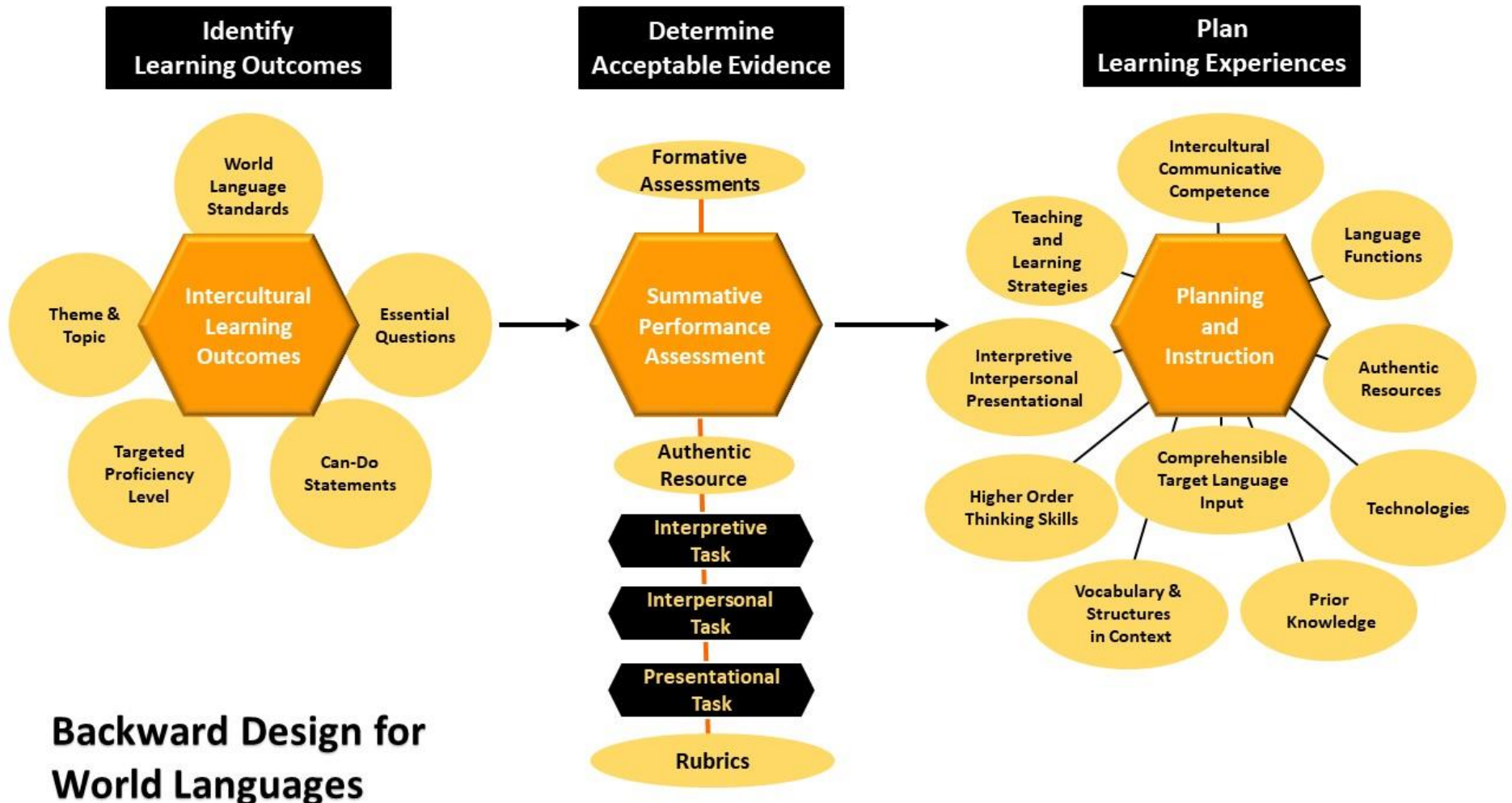
Novice Mid/High – Cultural Celebrations

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

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 style="text-align: center;">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: 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.3: Understand the topic and some isolated facts in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations. 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?”</p> <p>Interpersonal Intercultural Communication and Literacy: 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.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.</p> <p>Presentational Intercultural Communication and Literacy: 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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<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 summative assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: Conozca a esta familia guatemalteca que se reúne para elaborar tamales</p> <p>Interpretive Task: Given the article and video, identify the Who, What, Where, When, and Why of the celebration. What do you think about it? What event from your community does it remind you of? How?</p> <p>Interpersonal Task: During the event, have a quick chat with one of the guests about the tamale making festivities. Ask and answer their questions about the activities, the atmosphere and emotions, the importance of the tradition, etc.</p> <p>Presentational Task: As the celebration is in full swing, you decide to post on social media about the festivities and your experience. Once again, you are reminded of an event from your community. Why?</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"> • Students may be familiar with some of the cultural traditions presented in this unit but will most likely be unfamiliar with many of them. Teachers can test informally by offering celebrations in the target culture and asking what students know about them. Have students answer on a Padlet, Google chat, etc.

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<p>Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<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"> Narrating and describing people and events Persuading, reacting, giving opinions Comparing family/cultural traditions <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Present tense and infinitive structures, (indirect) commands and object pronouns Adjective usage, comparative structures/functions Polite requests, recommendations, writing formal and informal correspondence <p>Vocabulary</p> <ul style="list-style-type: none"> Greetings, salutations. good-byes Celebration vocabulary, e.g., gifts, to celebrate, etc.
<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 and Cultural Resources</p> <p>Authentic Cultural Resources Used Throughout This Unit</p> <ul style="list-style-type: none"> Websites with articles and/or graphics of a variety of cultural celebrations in the target culture. Videos presenting a variety of cultural celebrations in the target culture. Social media posts in the target language commenting and/or describing cultural celebrations.

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Backward Design of a Spanish 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 and watch a variety of stories (print and video) about cultural celebrations in Spanish.
- Identify and describe what goes on during a holiday or cultural celebration. Use the ACTFL [Interpretive template and rubric](#) to design activities.
- Read or watch a video of a celebration. Use slips of paper or slides to put the events in order.
- Use graphic organizers (Venn diagrams, T-charts, etc.) to compare cultural celebrations in the target culture to celebrations in your community.

Interpersonal Activities

- Respond to a comment/question posted on social media about a holiday.
- With a classmate, tell what you like about a celebration and why. Talk about possible celebrations in your community that may be similar.
- Pretend that you and a classmate are preparing for a cultural celebration in Spain, Colombia, Ecuador, etc. In Spanish, discuss possible plans.
- Later, you are at the event. Discuss the festivities with a follow-up question or two. What does this remind you of “back home?”
- Your Spanish teacher from high school sends a text, wanting to know what it’s like to celebrate a particular event in Costa Rica, El Salvador, Nicaragua, etc. Reply to their text.
- Your roommate texts you, asking what to bring or wear or what food to prepare for a celebration. Respond to their text. Ask them a question about something you’re unsure of.
- Info-gap: Describe 1 photo (out of several) to a fellow student. Student guesses which photo is being described.

Presentational Writing and Speaking Activities

- Create an [invitation to a cultural celebration](#) in the target language. Include all necessary/appropriate details.
- Create a “to-do” list of things to take care of before the big event.
- Design a flyer to advertise a community get-together for a holiday/cultural celebration, using [CANVA](#).
- Leave a voicemail (Google voice) for someone about your plans for a holiday get-together.
- Write a thank-you to a guest after a party or event.

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	<ul style="list-style-type: none">• Recreate a component of a cultural celebration (dress, decoration, music, dance, etc.) and present it to the class - live or recorded.• Create a storyboard of a cultural celebration. Share it in groups. Why did you include the elements that you included?• Design the menu for a party or event with foods important to a particular holiday or cultural celebration. If possible, prepare an authentic recipe from your menu for the class.• Describe a photo / photo collage of a cultural event. <p>Contextualized Vocabulary and Structures</p> <ul style="list-style-type: none">• Use Quizlet, Conjuguemos or similar websites for individual student practice.• Find or create pictures that show products and practices from cultural celebrations.• Point out cognates to words in the target language.• Recognize repeated words in the authentic resources.• Sort or classify words.• Match words with definitions.• Play Pictionary with partners, small groups or teams.• Create a cloze activity with a level appropriate song/video. <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 or in English, as well as for warm-up activities or exit tickets.• Use Jamboard to create class collaborative or individual Jamboards--these boards can be saved to work with again later, to provide to students who were absent, and can be used as a way to work collectively from a distance and/or across class periods.• 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.

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	<p>Formative Assessments</p> <ul style="list-style-type: none"> Choose some of the activities from above and use them as scored formative assessments with feedback. Create two teams in the class. Representatives from each team will take turns acting out vocabulary from this unit. To earn a point, the team must name the word in less than 30 seconds. If after that time, their team does not correctly guess the activity then the other team can earn the point. Show a series of images (5-8) related to this unit and have the students write words and phrases describing the images or match descriptions with images. These may be turned in for teacher review. Create a Google form survey (options: Google Poll, Kahoot) for students to complete at the end of class to check for understanding of vocabulary and structures or expressions covered. Paper exit tickets can be substituted.
<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"> Have students think of a current or future real-world or personal need where they would have to organize or attend a celebration in the target language or culture. Have them create a digital or actual product that could help fulfill this need or showcase the experience.
<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 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"> Besides making the tamales, what are some other cultural values preserved in this tradition? Can you think of some cultural traditions in your own community that are similar? In what way? What parts of the tamale-making tradition would appeal to you? Which parts might be challenging for you? Why? What is the value of preserving cultural celebrations in a community? What new insights about yourself and others have you gained from thinking about this particular cultural celebration? What have you learned that is new, interesting or might change the way you think about things?

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Summative Assessment

Novice Mid/High

Topic: Cultural Celebrations

Communicative Context: While studying abroad, your host family is celebrating [cultural event]. Of course, you offer to help!

Interpretive Listening and Reading

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

Authentic resource: [Making Tamales as a Family](#). For 46 years members of the Ruiz family have gathered to wrap pork and beans in corn flour dough, gossip, and keep traditions alive.

Read the article and watch the video. Then, give as much information about the celebration as you can for each question (word) below. You may answer in English.

Who?

What?

Where?

When?

Why?

What do you think about this event?

What event from your community does it remind you of? How?

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A. Key Word Recognition. Write at least 3 things in Spanish or English that Andres and Teresa each like or like to do.

Andrés:

- 1.
- 2.
- 3.

María Teresa:

- 1.
- 2.
- 3.

B. Supporting Details. Write details in Spanish or English that support the following statements.

1. Andrés talks about where he is from and where he lives now.

2. Andrés talks about what he likes about where he lives.

3. María Teresa talks about where she lives.

4. Maria Teresa talks about her work.

C. Guessing Meaning from Context. Based on the audio clips, write what the following phrases probably mean in English.

1. estoy muy feliz (Andrés) _____

2. estudiantes extranjeros (María Teresa) _____

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D. Inferences. “Read between the lines” to answer the following questions in English using information from the audio clips.

1. Does Andrés like to do a variety of activities? How do you know?

2. Is María Teresa a very active person? How do you know?

E. Personal Reaction to the Text. Describe in Spanish your personal reaction to the two audio clips. For example, you could talk about how you are similar to and different from Andrés and María Teresa. You could talk about if they are people that you’d like to be friends with and why or why not. You might talk about which of their activities you would like or not like to participate in.

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Interpersonal Communication: Conversation

Use the Novice Mid or High [Ohio rubrics](#) to score the interpersonal section, based on the amount/level of language students can produce.

Scenario: During the tamale event, have a quick chat with one of the guests about the tamale making festivities. Ask and answer their questions about the activities, the atmosphere and emotions, the importance of the tradition, etc.

Presentational Communication: Writing

Use the Novice Mid or High [Ohio rubrics](#) to score the presentational section, based on the amount/level of language students can produce.

Scenario: As the celebration is in full swing, you decide to post on social media about the festivities and your experience. Once again, you are reminded of an event from your community. Why?