

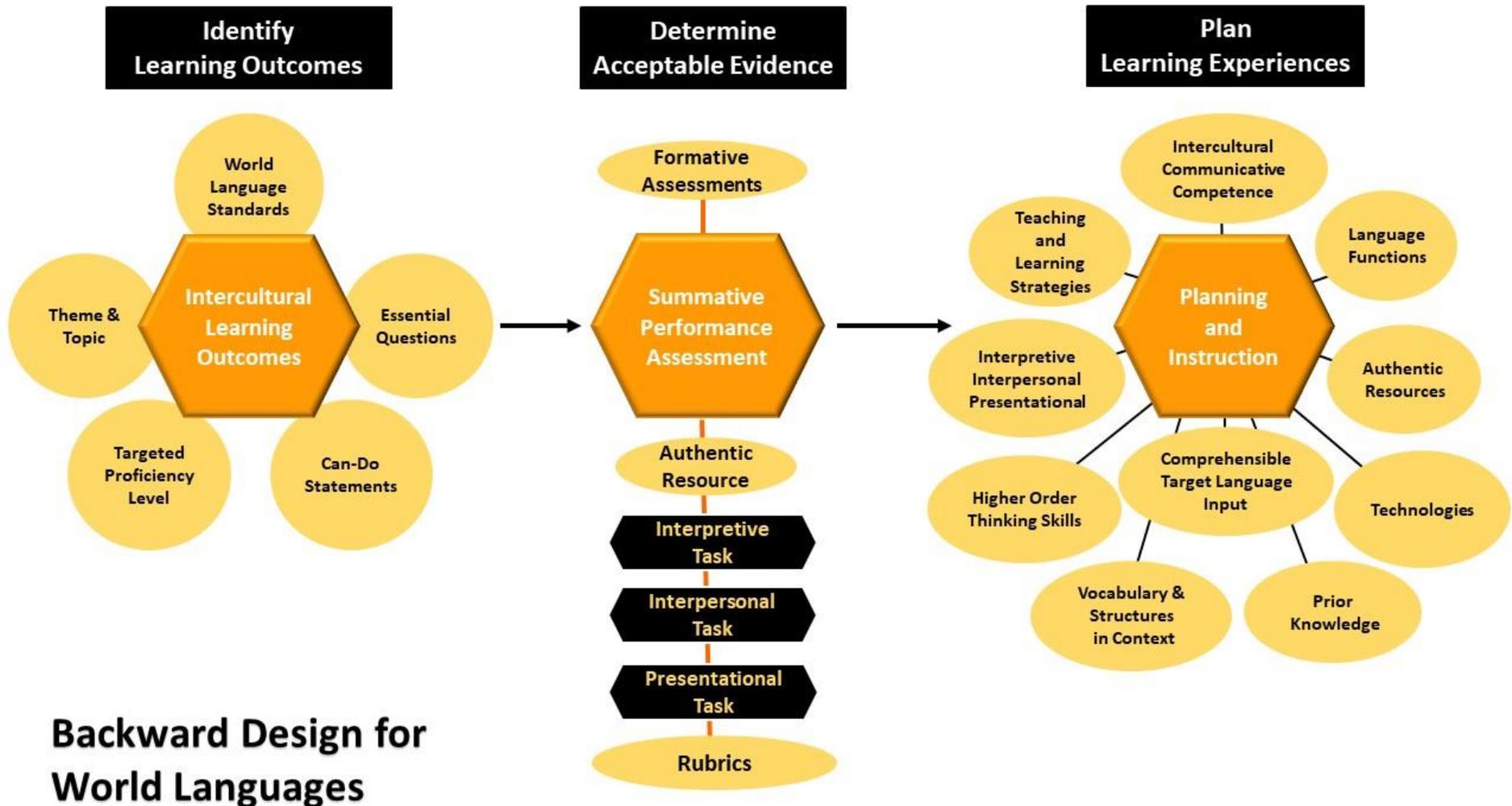
Intermediate Low/Mid- Who Am I? Who Are We?

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- Who Am I? Who Are We?

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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>Intermediate Low / Mid</p>
<p>Unit Overview</p> <p>Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> • Essential questions are open-ended and have no singular right answer. These questions provide a context for intercultural content, stimulate long-term inquiry and help learners increase their critical thinking skills. Find more essential questions for world languages. 	<p>Unit Overview</p> <p>Theme: Personal and Public Identities</p> <p>Topic: Who am I? Who are we?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors shape our identity? • What makes us unique? What makes us similar?

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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

- In my own and other cultures, I can compare how and why culture influences how we spend our time each day.
- I can interact or participate in an intercultural activity that expresses my identity.

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<p>Standards</p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards.</p> <ul style="list-style-type: none"> Interpretive Standards: Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies. Interpersonal Standards: Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others. Presentational Standards: Learners present prepared or spontaneous information, narratives and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists. 	<p>Targeted Standards: Intermediate Low / Mid</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>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)</p> <p>Use literacy skills to comprehend authentic texts that are spoken or written. (IL) Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed. (IM)</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>Exchange information and ask appropriate follow-up questions using simple created sentences. (IL)</p> <p>Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences (IM)</p> <p>Use interpersonal skills to interact, negotiate meaning and communicate effectively. (IL/IM)</p> <p>Presentational Intercultural Communication and Literacy</p> <p>Present information using simple sentences and transitions. (IL)</p> <p>Present information using organized connected sentences and series of connected sentences. (IM)</p> <p>Use presentational skills to communicate effectively. (IL/IM)</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

NOTE: The full summative assessment can be found at the end of this unit template.

Authentic Resource:

[Las historias familiares dan forma a nuestra identidad](#)

Interpretive Task

One factor that can shape who we are is our family history. Read this blog to discover how one's family experiences can influence identity. Infer information from context, and identify the main idea, supporting details and key words.

Presentational Task

Create your own blog to summarize a significant family experience from your childhood. Discuss how the experience has changed you or shaped who you are. In your presentation you can reference personality qualities, relationships, etc.

Interpersonal Task

Read the blog of a classmate. Talk to your partner/teacher about the differences and similarities of your experiences. Remember to react and ask questions about their experiences.

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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"> • Knowledge of the preterit and imperfect tenses • Family vocabulary
<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"> • Describe people, places, things, actions, cause and effect • Create simple or connected sentences with familiar language • Ask and answer simple questions on familiar topics • Compare and contrast products and perspectives • Handle a simple transaction or situation <p>Language Forms/Structures</p> <ul style="list-style-type: none"> • Preterit, imperfect, present perfect verb tenses <p>Vocabulary</p> <ul style="list-style-type: none"> • Personality traits • Familial relationship vocabulary • Childhood-related vocabulary

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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 for the Unit

- Websites with articles and/or graphics of a variety of childhood experiences in the target culture.
- Videos presenting a variety of family dynamics and experiences in the target culture.
- Social media posts in the target language commenting and/or describing childhood experiences and familial relationships.
- [StoryCorps](#)
- [Zambombazo: Identidades](#)
- [Human interest story](#)- daughter of migrant workers
- [¿Cuánto ha influido mi familia en mi proceso de transformación?](#)

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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 diverse 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

- Use the [ACTFL Interpretive Template](#) to create tasks for the authentic resources listed above. This includes:
 - Key word recognition
 - Main idea or topic
 - Supporting details
 - Author's purpose and viewpoint
 - Context clues
 - Intercultural Comparisons
 - Personal reactions about the texts

Interpersonal Activities

Note: Modify these activities to include the targeted vocabulary and structures for the level

- Interview classmates about family and/or other important childhood relationships or events.
- Write a note to a Pen Pal (from target culture or another classmate) about your family and/or other important childhood relationships or events. Read and respond to their notes.
- Flip video: respond to a classmate's video on their family and/or childhood.
- Padlet: write about yourself, your family or a childhood event. Read your classmates' Padlets and respond (e.g., give a reaction, ask a question, etc.).

Presentational Writing and Speaking Activities

- Talk about a childhood experience or memory on Flip.
- Assign each student a personality trait and have them write or discuss why they feel they do or do not exhibit that quality.

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Step-by-Step Backward Design of the unit.
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Vocabulary and Structures - Contextualized Activities

- 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.
- Find or create pictures that explain familial relationships or childhood events.
- Point out cognates to words in the target language.
- Recognize repeated words and complex structures in the authentic resources.
- Sort or classify words.
- Match words with definitions.
- Play Pictionary.
- Create a cloze activity with a level appropriate song/video.

Technology Integration

- Interest-based options (product/process choice).
- App-smashing (i.e., using multiple apps for one project) 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.
- 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.
- Use Jamboard to create class collaborative Jamboards, group, and 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 with comments.
- Use [Canva](#) to have students make a poster about themselves, who they are, what they are like now and what they were like when they were younger.

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	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Break down tasks into manageable steps and assess/give feedback throughout the process, with a focus on progress toward the learning outcomes of the unit. • 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. • Create a digital or paper memory game with matching pairs of cards highlighting the unit's vocabulary, verbs, and other complex structures. One card has an image and the matching card has a description in the preterit or imperfect tense. Students may complete this activity in pairs or individually. • Create a digital or paper activity sort by category or vocabulary. • Show a series of images (5-8) and have the students write a brief story about it in the past tense. Tell what happened before the images, during the images and after the images. • 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>Native/Heritage Speakers</p> <ul style="list-style-type: none"> • Tiered activities, such as leveled reading or writing to the students' proficiency level. • Ask native speakers to share information about their own childhood experiences that might be different from American culture. <p>Students With Disabilities</p> <ul style="list-style-type: none"> • Tiered activities across the four skills to the students' proficiency level. • Flexible grouping based on ability/interest level. • Variety of learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic, etc.) • 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. • Use graphic organizers. • 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. • Learning stations, with one of the stations being time with the teacher.

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	<p>Gifted students</p> <ul style="list-style-type: none"> • Tiered activities across the four skills to the students' proficiency level. • Flexible grouping based on ability/interest level. • Variety of learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic). • Keep presentational requirements open-ended and challenge students to be as creative as possible. • Make sure students understand and refer to the proficiency level descriptors for guidance.
<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. • Have students think of a real-world or personal need and create a digital or actual product that could help fulfill this need. • Brainstorm how knowledge of diverse familial relationships or cultural traditions can be helpful in daily work life, especially when in jobs that deal directly with diverse populations. • Watch PBS videos of Ohio companies that have international ties and how they appeal to their customers overseas, to show the advantage of knowing another language even when working locally.
<p>Intercultural Reflection</p> <p>Encourage learners to engage in deeper reflection on the unit cultural content 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. 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"> • How do familial traditions in Hispanic culture shape personal identity? • How is this similar or different from the way that your family traditions have shaped you? • What are the biggest underlying values gained from familial interactions? • What can be learned from family history and experiences? How do our reactions to the past shape who we are (for better or worse)? • What new insights about yourself and others have you gained from thinking about how family may contribute to one's identity? • What have you learned that might change your current or future thinking?

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Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate Low/Mid

Topics: Who am I? Who are we? What factors shape our identity?

Interpretive Communication

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

One factor that can shape who we are is our family history. Read this blog to discover how one's family experiences can influence identity.

Authentic resource: [Las historias familiares dan forma a nuestra identidad](#)

I. Key Word Recognition. Find the words/phrases from the text that best express the meaning of these English words/phrases.

to fit in

resilience

empowerment

ancestors

to provide

stories

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II. Main Idea(s). Using information from the resource, provide the main idea(s) or points of the blog, in English.

III. Supporting Details. Are the following details supported by what you read in the text?

1. Draw a circle around each letter that has a detail mentioned in the reading.
2. Write the letter directly in the reading where the detail is mentioned.
3. Write the information that is given in the article on the line below the detail.

A. Parents often share stories about their childhood with their children.

B. Family stories can be compared to a chapter in a book.

C. A parent who overcomes difficulty can inspire their child to also persevere.

D. A personal story about a family member has more impact than a fictional story.

E. Having “family talks” in a safe space now with your children can impact future generations.

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IV. Organizational Features. How is this text organized? Circle all of the potential options and briefly explain why you chose each of the organizational features - what were the clues from the text? You may write in Spanish or English.

- A. Description
- B. Historical
- C. Problem and solution
- D. Compare and contrast
- E. Chronological events
- F. Cause and effect

Justification from text:

V. Guessing Meaning from Context. What do you think these phrases from the text mean in English?

1. Establecen nuestra identidad esencial

2. Fortalecen la fe en nosotros mismos

3. Aumentan la empatía

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VI. Inferences. Use information in the blog to support or refute the following statements. Write in English.

1. Family stories have an important role in shaping our identity.

2. Becoming aware of your family history takes a lot of research into the lives of your ancestors.

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VII. Personal Reaction to the Text.

Describe in Spanish your personal reaction to this blog post on the role of telling family stories . For example, you could talk about if your family members tell stories about when they were young; if this blog post caused any emotional reactions for you; if you (or Americans) share the same opinion about the importance of telling family stories; or anything else that you thought about or reacted to while reading this blog.

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

Crea tu propio blog para resumir una experiencia familiar significativa de niño/niña. Discute cómo la experiencia te ha cambiado o ha dado forma a quien eres. En tu presentación puedes referir cualidades de personalidad, relaciones, etc.

Create your own blog to summarize a significant family experience from your childhood. Discuss how the experience has changed you or shaped who you are. In your presentation you can reference personality qualities, relationships, etc.

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

Lee el blog de un compañero (de su experiencia familiar significativa de niño/niña.) Habla con tu compañero/maestro de las diferencias y similitudes de sus experiencias. Es importante expresar reacciones y hacer preguntas de sus experiencias.

Read the blog of a classmate. Talk to your partner/teacher about the differences and similarities of your experiences. Remember to react and ask questions about their experiences.