

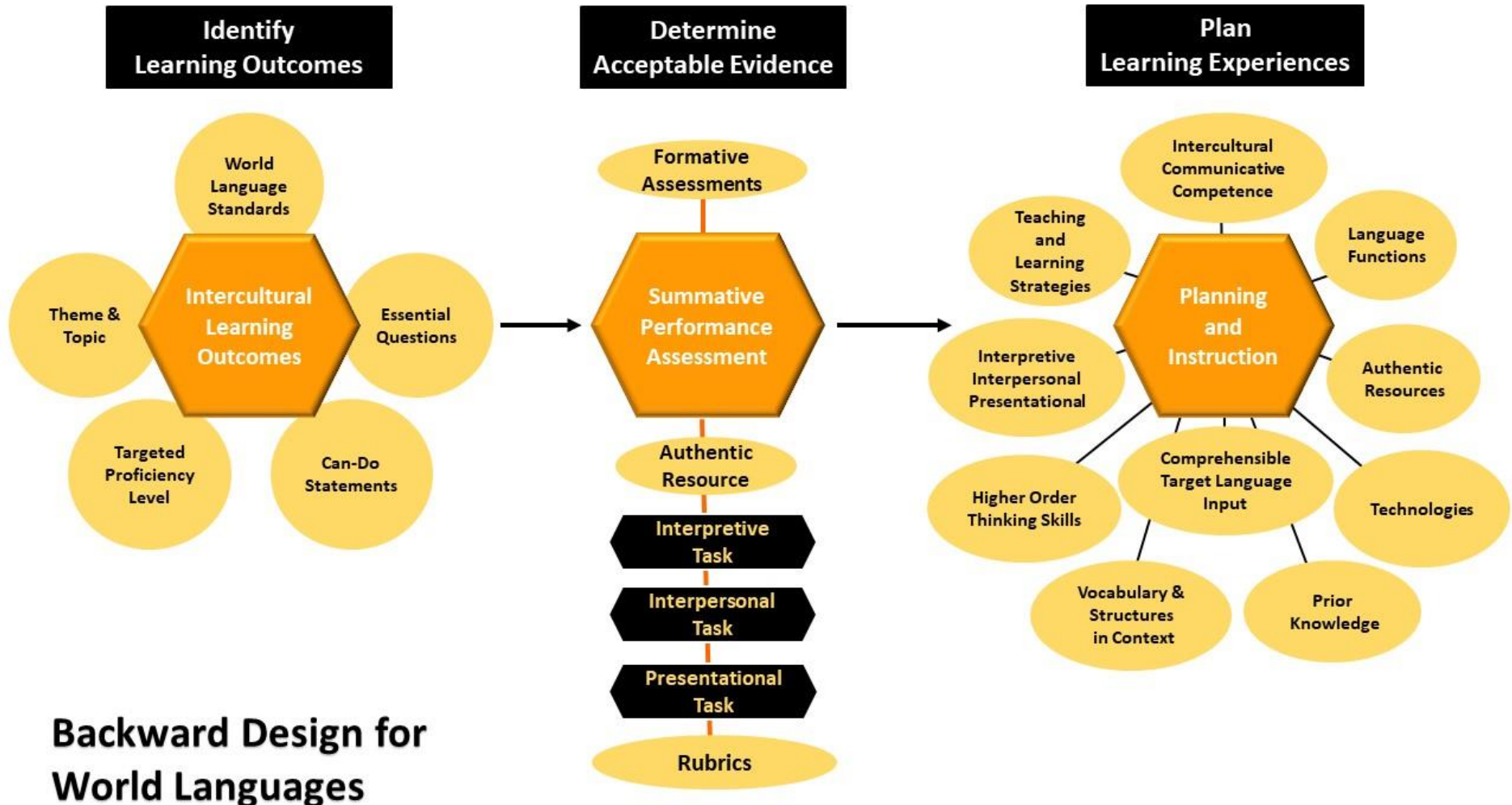
Intermediate Mid/High - Who Are We?

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

Intermediate Mid/High - 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 style="text-align: center;">Intermediate Mid / High</p>
<p>Unit Overview</p> <p>Choose the theme, topic and essential questions 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 are we?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Which parts of our cultural identity do we choose for ourselves? • Which parts of our cultural identity are determined by other people or society? • How does my cultural identity evolve over time?

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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 explain how a variety of cultures have contributed to the daily life of society.
- I can explain how stereotypes may be detrimental or beneficial to individual or group identities.

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<p style="color: red; margin: 0;">Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p style="color: red; margin: 0;">Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<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 Mid/High</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>INT-C I.M.1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures. INT-C I.M.3a. Understanding the main idea and supporting information in complete authentic informational texts. INT-L IM.1. Infer meaning of unfamiliar phrases using context clues, background knowledge, and related word families. INT-LIT.IM.3. Use analytical self-questioning before, during, and after engaging with texts such as “What evidence is provided or what is confusing?”</p> <p>INT-C I.H.1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures. INT-C.IH.3a. Relate components of complex authentic informational texts. INT-LIT.IH.3. Use evaluative self-questioning before, during, and after engaging with texts, such as “What would I change or do I agree with the author?”</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>INP-C.IM1. Compare products and practices of personal interest or researched topics. INP-C.IM3. Converse on a variety of familiar topics and some concrete researched topics. INP-C IM4. interact with others to meet needs in a variety of familiar and everyday situations. INP-LIT IM 1. Use culturally appropriate and relevant language, syntax, and learned behaviors. INP-LIT I.M. 2. Use some complex interjections, rejoinders, interrogatives, and transitions.</p> <p>INP-C.IH.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. INP-C IH.3. Converse on a variety of familiar and concrete researched topics. INP-C IH.4. Meets needs in a variety of familiar and everyday situations, sometimes involving a complication. INP-LIT.IH.2. Use a variety of complex interjections, rejoinders, interrogatives, and transitions. INP-LIT.I.H.3. Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register, and rate of speech.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>P-C I.M.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. P-C I.M 3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics. P-C I.M. 5 State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. P-LIT I.M. 1 Use authentic resources content, syntax and concepts that are relevant to the topic.</p> <p>P-C I.H. 1. Compare products and practices of personal interest or researched topics. P-C I. H 2. Present using appropriate learned behaviors and show understanding of cultural differences. P-C I.H. 3. Inform on, describe and explain a variety of familiar and concrete researched subjects. P-C I.H. 4. Narrate about past, present, and future personal experiences and school and community events. P-LIT I.H. 1. Use authentic resources, content, syntax, concepts, cultural references relevant to the topic. P-LIT I.H. 2. Organize information in a cohesive format and explain or clarify as needed by the audience. P-LIT I.H. 4. Increase audience interest via elaboration, style, technology, or visuals.</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>NOTE: The full summative assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: Loisirs et pratiques culturelles des jeunes</p> <p>Interpretive Task Using the above authentic resource and the assessment provided, students will interpret Key Word Recognition, Author’s purpose, determine Supporting Details and they will Guess Meaning in Context as well as Main topic of a reading selection.</p> <p>Interpersonal Task With a partner, learners will complete this task, described in the assessment prompt:</p> <p>You and your cousin, Paul, from Québec, interact on video chat all the time. You, an American studying French, read this cool article in French class today about how some French students, for various reasons, can’t go do all the fun things offered in their community. You are curious about your cousin and whether he has any problems like this. Are there barriers for him when he’s trying to enjoy his free time? Exchange information, ideas, offer suggestions, and opinions as you chat.</p> <p>Presentational Task Learners will complete this writing task, described in the assessment prompt:</p> <p>Your e-pal in France, Monique, is researching American free-time activities so that she can write an article for her school’s webpage. She thinks that American teens can participate in ANY activity they want and that they mostly play sports and video games. Share with Monique information about how American teens have fun, as well as the obstacles they might face participating in activities.</p> <p><i>Use information learned from your reading and from your conversation to include in your writing.</i></p>

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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"> Provide a self-description, including characteristics, personalities, likes/dislikes, and social influences. Describe common pastimes and who typically participates in them. Express preferences, wishes and desires. Imitate culturally appropriate behavior when with friends. Describe common teenage activities and when, where, and how they take place. Review irregular verb conjugation and large numbers. Review how to offer suggestions and opinions and how to give advice.
<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"> Comprehending text or speech Asking informational and clarifying questions with increasing specificity Expressing and supporting opinions and persuading Comparing, contrasting, summarizing, hypothesizing and speculating Sequencing, analyzing and drawing conclusions Describing cause and effect <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Indirect/direct object pronouns Prepositional phrases, adverbs Present progressive tense and conjunctions Modals (will, can, may) and compound verb tenses Indicative verbs, declarative sentences, complex sentences, relative clauses Comparatives and superlatives <p>Vocabulary</p> <ul style="list-style-type: none"> Leisure activities for teens and Zoom technology vocabulary Expressing opinion and transition words Interrogatives, interjections and rejoinders

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<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 Cultural Resources and Activities for the Unit</p> <p>Interpretive Reading and Listening/Viewing Activities</p> <ul style="list-style-type: none"> After quickly reviewing vocabulary/structures learned for expressing dis/likes, interest, etc. in sports and hobbies, ask students to brainstorm resources needed for participating in activities: sports, cultural, community. Ask students to create a Google Form (or other paper or online questionnaire) asking French (or even other world language) students about their activity habits. Include questions about what prevents them from participating. Once the information is collected, as a class discuss noted trends: financial, familial, personal, limitations in activities offered. Then compare them with things noted in this article: Sondage : Sport et e-sport chez les 16-25 ans ! (diplomeo.com). Are there similarities between American and French youth? What differences are noted? Are these things culturally driven? Did anything surprise your students? Engage students in a discussion about barriers that exist preventing one from participating in sports or activities. Review and add vocabulary/structures as needed. Watch these videos about how some French community centers are making their offerings accessible to special needs children. View the videos 3-4 times. Pause and discuss as needed. Ask students to write down: vocabulary for activities, words they heard and recognized, and ideas or other questions they have. Are they familiar with adaptations made for participation in activities at school, in clubs, or in their community? <ul style="list-style-type: none"> Accueil des enfants en situation de handicap dans les centres de loisirs de la Vienne - video Dailymotion Loisirs Pluriel : accueil et loisirs pour les enfants en situation de handicap - YouTube Handicap et loisirs, c'est possible ! - video Dailymotion (Video has no audio, so students can write down the names of activities they see). <p>Interpersonal Activities</p> <ul style="list-style-type: none"> Using this document as a model (SONDAGE SUR LES LOISIRS (studylibr.com)), ask students to interview one another to find out more about activities/hobbies of classmates (or across classes). Interview questions should include not only which activities students participate in, but also why they may or may not participate in others (e.g., time, money). Role play. Partners or small groups role play a situation where someone is trying to convince the other to participate in a club, school, or community activity. Advantages, disadvantages, and obstacles should be included in the discussion. Students should brainstorm appropriate questions and responses for both sides (e.g., Would you be interested in joining our team/club? How much time/money would I need to do that?). Students may either perform the role play in class, or may create a video shareable with teacher and classmates for feedback.

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<p>Instructional Strategies</p> <p>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).</p> <p>Integrate a variety of activities that focus on:</p> <ul style="list-style-type: none"> • intercultural competence • interpretive, interpersonal, presentational and literacy skills • relevant vocabulary and structures • technology integration • real-life or career connections • a variety of informal or formal formative assessment. 	<p>Presentational Writing and Speaking Activities</p> <ul style="list-style-type: none"> • Students can write a short email to a classmate, friend, or to the teacher stating their own interests/hobbies, likes or dislikes of activities, and then asking their correspondent about theirs. Students should include one activity that is of interest, but there is something preventing them from participating (e.g., access). *Note that the term access can imply a financial, familial, physical or monetary need. • A new student has arrived at your school. Students create a video (individual or in partners) discussing all of the fun activities there are to do or that the new students can get involved with at school or in the community. Students may wish to share information about any specialized offerings. <p>Technology Integration</p> <ul style="list-style-type: none"> • Mentimeter: Use for quick introductions to lessons. Give an open question and students type answers. The answers form a word cloud, which then can provide fodder for deeper discussion or entry into the topic of the lesson. “What qualities are important for a happy life? “ etc. https://www.mentimeter.com/ • Student Video / PowerPoint: Students make their own “Who am I” PowerPoint + video (using a screen recorder). Their PowerPoint is slides with photos only, each one showing important elements of identity. They talk through the presentation in their video with no notes, just pictures. https://www.screencastify.com/ <ul style="list-style-type: none"> ○ Here is an example of how to set up the project. <p>Formative Assessments</p> <ul style="list-style-type: none"> • Games & puzzles. Using vocabulary from the unit, students can create an acrostic (alone or in pairs), play hangman, create images on cards for a memory game or for use in charades (students draw the card from a basket and act it out for the class or small group. See next bullet for whole-group charades game.) • Create two teams in the class. Representatives from each team will take turns acting out an activity or a sport for their team. To earn a point, the team must name the activity/sport in less than 30 seconds. If after that time, the team does not correctly guess the activity then the other team has the opportunity to earn the point. • Show a series of images (5-8) and have the students write out the name of the activity or sport. 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.

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	<p>Native or Heritage Speakers</p> <ul style="list-style-type: none"> • Create presentations for classmates on various aspects of culture, using technology. • Journal privately or to share with teacher about cultural differences. <p>English Learners (EL)</p> <ul style="list-style-type: none"> • Students create a personal dual-language dictionary for each unit with at least one sentence that demonstrates the use of the word in context. • Assign the EL a learning partner who can encourage and support them during class time. • Create word walls and pre-teach vocabulary.
<p>Student Engagement</p> <p>Help learners determine the relevance of this unit to their current life or future pathways. 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. • Interpretive Reading: "Coach en Mode et Style" interview with Lucille Renié who talks about her search for a career that fits with her identity and goals. • Interpretive Reading: Le top 10 des métiers qui portent le plus de bonheur • Interpretive Reading: Infographie---"Infographiste" • Interpretive Reading: À 16 ans, l'école ou travail? • Interpretive Reading / Interpersonal speaking: Partager une infographie. Partners will each read an infographie, take notes, share (and take notes on partner's findings) then discuss and apply what they have learned. Feuille with links to infographics. • Interpretive Listening: Comment choisir son métier: Film about considering who you are when choosing your career. • Feuille--Part A goes with the film, "Comment choisir son métier (above). The rest is introspection and could be done after film, followed by a full class discussion. • Interpretive Listening: Video with "quiz" where students answer about their personal preferences to help gauge career choice. • Interpretive Listening / interpersonal speaking : "Partager un film" Partners will each see a movie about a career, take notes, and present their findings to their partners, also writing their partners notes on the form. Finally, they will discuss the two careers together. Here is another version of this activity with two different careers. • Interpersonal Activity: Fill out this form first, examining what the students prefer to do and what their qualities are. Delve into 2 careers to think about their advantages and disadvantages, then share with a partner.

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	<ul style="list-style-type: none"> • Presentational speaking: Using the interpersonal activity above, have students pick one of the careers they have talked about with partners. Give them 2-3 minutes to think about what they want to say and then 2-3 minutes to talk about that career and why it is right for them. Students should do this without reading from the paper. •
<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</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"> • What kind of activities did you do when you were younger? Do you still like them? Why/Why not? • Do kids/adolescents from other parts of the world participate in the same kinds of activities? • What factors play a role when deciding how to spend your free time? • How do social influences, pressures or expectations affect how we view ourselves or how others view us? • How do your interests reflect who you are and the culture you live in? • How and why do stereotypes or prejudice impact the way people from different cultures perceive each other? • What new insights about yourself and others have you gained from thinking about cultural identity?

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Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate Mid – High

Topics: Who am I? Who are we? What does what I do say about me?

Interpretive Reading

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

Authentic resource: [Loisirs et pratiques culturelles des jeunes](#)

A. Key Word Recognition. What do the following words/phrases mean? Choose at least 8 words:

Les loisirs et pratiques culturelles:

Les inégalités d'accès:

La crise de l'emploi:

Mal logement:

Le temps passé:

Homogènes:

Niveau de diplôme:

Catégories sociales:

Le milieu familial:

Les rôles filles garçons:

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B. Author's Purpose: What is the author's purpose in writing this text? Mark your choice(s) with X.

1. _____ to tell a story (narrative)
2. _____ to describe (description)
3. _____ to inform (expository)
4. _____ to convince a reader of particular position or opinion (persuasive)

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

C. Supporting Details:

First, determine if the following statements are **VRAI (V)** or **FAUX (F)** based on the information in the reading passage. **Second**, highlight the supporting information for the statements that are **VRAI** in the reading. **Third**, write the number of the **VRAI** statement beside the highlighted information in the reading.

1. _____ In her article, Schneider states that all young French people have equal access to ways in which they can entertain themselves.
2. _____ For the most part, if one is young in France, time is spent having fun.
3. _____ According to this analysis, hanging out with friends is the most favored way to spend one's free time.
4. _____ According to the article, young people go to the movies less than the general population.
5. _____ After reading this article, one could infer that older adults do not adapt easily to technology.
6. _____ Young French people have several types of technology in their homes.
7. _____ Young French people watch lots of television.
8. _____ All French students are given horse-back riding lessons and a month of vacation at the beach.
9. _____ Access to leisure time activities is related to one's level of education in France.
10. _____ Like in the United States, all French young people have cars to drive to leisure time activities.
11. _____ Access to leisure time activities is related to how well you speak French.
12. _____ Young French people with advanced degrees go to more concerts than those who don't.

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D. Guessing Meaning from Context. What do the following French words/phrases mean in English? Choose at least four.

1. À y regarder de plus près:
2. Chacun son style:
3. Qui vont avec:
4. Une idée reçue:
5. Bel et bien:

E. What is the main topic of this article? You may write in English.

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

Situation/Prompt

You and your cousin, Paul, from Québec, interact on video chat all the time. You, an American studying French, read this cool article in French class today about how some French students, for various reasons, can't go do all the fun things offered in their community. You are curious about your cousin and whether he has any problems like this. Are there barriers for him when he's trying to enjoy his free time? Exchange information, ideas, offer suggestions, and opinions as you chat.

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

Situation/Prompt:

Your e-pal in France, Monique, is researching American free-time activities so that she can write an article for her school's webpage. She thinks that American teens can participate in ANY activity they want and that they mostly play sports and video games. Share with Monique information about how American teens have fun, as well as the obstacles they might face participating in activities.

Use information learned from your reading and from your conversation to include in your writing.