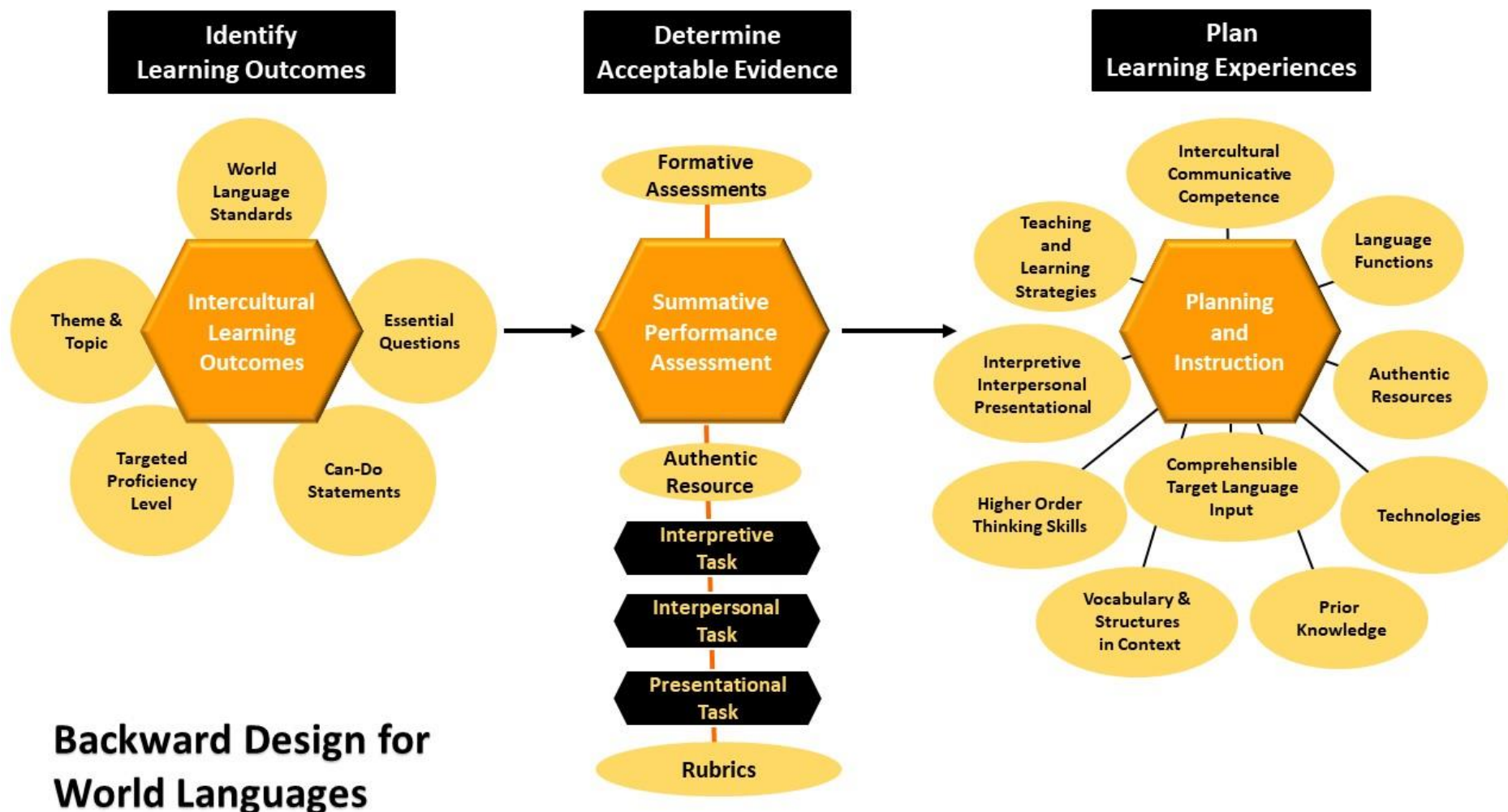# Intermediate Mid/High - Who Are We?
Backward Design of a Latin Intercultural Unit and Assessment

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

Ohio Department of Education 2023

Intermediate Mid/High - Who Are We?
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

Targeted Proficiency Level
 	
Choose the proficiency level that this unit is targeting.
 	
• 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.
 	
   o 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.
 	
   o 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.
 	
   o 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.
	Targeted Proficiency Level
	
	Intermediate Mid / High

Unit Overview Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels. • 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.	**Unit Overview** **Theme: Personal and Public Identities** **Topic**: Who are we? **Essential Questions:** • 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?

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.

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
Standards Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures [Learning Standards]. • **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.	**Targeted Standards: Intermediate Mid / High** **Interpretive Intercultural Communication and Literacy** 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?" 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?" **Interpersonal Intercultural Communication and Literacy** 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. 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. **Presentational Intercultural Communication and Literacy** 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-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.

Intermediate Mid/High - Who Are We?
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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

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.
	Summative Assessment Tasks
	
	The full assessment can be found at the end of this unit template.
	
	    Authentic Resource:
	    Martial's Epigrams
	
	    Interpretive Task(s):
	    Students will use the text "Epigrams of Martial" for comprehension and literacy-based questions.
	
	    Interpersonal Task(s):
	    Students have a conversation in the target language about getting a loan. One student requests a loan with their reasons, while the other students says yes or no with their reasons.
	
	    Presentational Task(s):
	    In the target language, compose a tweet to someone who has stolen one of your poems!

Prior Knowledge or Pre-Assessment 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. • Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions.	**Prior Knowledge or Pre-Assessment Activities** • Visualization of geographical terms (map activity) • Practice reading poetry in meter (hexameter, couplets) • Familiarity with Roman dinner parties and activities.

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.

Language Functions

- Describing people, places, things, actions
- Comprehending text or speech
- Expressing needs and likes
- Expressing and supporting opinions
- Comparing
- Making claims, persuading, evaluating
- Describing cause and effect

Language Forms/Structures

- Adverbs and adverbial clauses
- Comparison of adjectives and adverbs
- Conjunctions: coordinating and subordinating
- Direct and indirect speech
- Indirect / direct object
- Language of propaganda: complex sentences, nominalizations
- Noun / pronouns / adjective agreement
- Relative clauses
- Sentence structure: increasingly complex structure and vocabulary
- Subject / verb agreement
- Verb forms: present, past tenses; indicative; infinitive; imperative; subjunctive moods

Vocabulary from Martial Epigrammata *from curculio*: 4, 7, 10-12:

Low-frequency

dimidius-a-um; fateor, fatēri; libellus, libelli;

Mid-frequency

carmen, carminis; dives, divitis; emo, emere; ius, iuris; mavolt; nego, negare; nimium; nosco, noscere; perdo, perdere; solvo, solvere

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.

Authentic Cultural Resources

Authentic and Cultural Resources for the Unit

- Catullus - The Latin Library:
  - Carmina 14 (A Horrible Little Book of Poems), 22 (Suffenus the Poet, Ditchdigger, and Goatmilker), 24 (Furius's Poverty As It Relates to Iuventus), 43 (The Formian's Girlfriend vs. Lesbia), 86 (Quintia vs. Lesbia), 95 (Cinna's poem *Zmyrna*), 103 (Silo's Loan)

- Horace - Perseus Collection: Satyrarum Liber I.IV (Quality Of Satire, not Quantity)

- Cicero - The Latin Library: De Officiis Liber II.55-56 (Being Generous)

- Poeta Ex Machina: Type/Copy the Latin text of any poem written in dactylic hexameter or elegiac couplet into the box and listen to the computer read it in meter!

- Marcus Valerius Martialis: The Life of the Great Roman Poet Martial

- Do We Know What The Romans Looked Like?

- Women's Identity in Ancient Rome

- Roman Loans

- Some Notes On How To Read Latin Verse

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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.

Instructional Strategies

Interpretive Reading and Listening/Viewing Activities

- Choral and individual readings of the Latin text.

- Have students do a "Summarizing Hand" for each poem. Have them trace their hand on a piece of paper. On the five fingers, write one of the following - who, did what, when, where, why. On the palm, students can write "main idea" or "main inference."

- Have students read aloud Martial's epigrams with correct meter (with elisions) and intonation for the material. An interpersonal discussion activity can involve what would the intonation sound like based on each poem's content.

Interpersonal Activities

- In pairs or groups, have students ask each other for a loan. The students will go through why they want the money and what they will use it for. Then, the other students will decide whether or not to loan the money. Students will then switch places with a different group or partner.

- In pairs or groups, distribute pictures to the class of different people featured in classical sculpture or painting. Ask the students to explain to their group or partner why this particular person is beautiful or not. The students will have a predetermined amount of time for their turns in explaining (3 to 5 minutes).

- In pairs or groups have students read Martial's Epigrams out loud to each other, using correct pronunciation and meter. Make sure students take turns starting the poems, so all students experience reading the pentameter line of elegiac couplet.

Presentational Writing and Speaking Activities

- Prepare a PowerPoint using only pictures of a Roman dinner party (menu for gustatio, prima and secunda mensae, arrangement of the triclinium, etc.). Tell classmates what you learned about the Roman dining practices.

- Make a children's booklet about a poet and his daily life. Write a narrative and include pictures.

- Write a two line poem about someone who has wronged you.

- Create a skit involving a Roman dinner party, including stage directions, props and costumes.

Vocabulary and Structures - Contextualized Activities

- For individual student practice, 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.

Technology Integration

- Use Padlet to host an online discussion. Students can respond to a prompt with text, images, videos, or links.

- Use Jamboard to create class or cross-class collaborative or individual Jamboards--these boards can be saved to work with again later, or to provide to students who were absent.

- Use tech tools, such as Google products; Screen recorders; Peardeck; Kami; Mentimeter; Kahoot; Quizlet; Blooket; Animoto; Socrative; Class dojo; Quizzizz; or Plickers for interactive practice.

- Use Canva to have students make a poster comparing their dinner/party and a Roman dinner party, based on what they have learned.

Formative Assessments

- Thumbs up/thumbs down comprehension check.

- Traffic Light comprehension check (red = no, yellow = maybe/with reservations, green = yes).

- Mini whiteboards for answers to check comprehension and spelling.

- PollEverywhere to assess learning quickly.

- Spontaneous speaking assessment - show 1 student a picture and have them speak for 1 minute about what they see; their partner counts the comprehensible sentences.

- Ask Who, What, Where, When, Why, Which, How - pick a topic and have students answer these questions in complete sentences to create the basis for a story.

- Zoom in - have students start with a familiar broad topic and narrow the focus to more specific things with each sentence.

- 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.

Additional Strategies for Supporting English Learners and Learners with Disabilities:

- Provide tiered readings.

- Provide closed captions to video and audio content; enable speed settings on audio / video.

- Provide graphic organizers; use color coding.

- Use as many modalities as possible (video, audio, text; static, dynamic etc.).

- Break down activities into discrete steps.

- Allow students to pre-view and re-view content; provide multiple interactions with the content.

- Create a graphic organizer with specific instructions/information.

- Enable flexible grouping based on ability or interest level.

- Write and present a personal journal entry or a letter to a friend (or an historical Roman) describing a typical day.

- Draw a storyboard or build and present a shadow-box (e.g.) of the events described.

- Make and present a video or podcast emphasizing some aspect of your own and a "typical" Roman's daily life

- Create and present a physical or digital activity reinforcing vocabulary and cultural content.

Student Engagement	**Student Engagement: College, Career or Life Connections**
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? • [Ohio's World Language Career Connections](#) has lessons, videos, activities and ideas for making world language content relevant for learners.	• Have students think of modern poetry and/or songs that address the topics in this unit. How are they the same? How are they different? • Do we have something similar to a patron-client relationship in our society? What parallels can you draw? • What are some similarities between our idea of beauty and the Romans'? What are some differences? • What are the benefits to taking out a loan? What are the risks? • Are you personally frugal with your money, or do you like to spend it when you get it? Think of some reasons why you might have these instincts.

Intercultural Reflection	**Intercultural Reflection Questions or Activities**
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**. • 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)	*(In the target language in class or in English/native language outside of class)* • What are some instances when you have witnessed people viewing their own identity, talent or abilities as one thing, but others see them as something else (positive or negative)? • Have you ever had anyone judge you in a sarcastic or unfair way? Explain the situation. • Imagine you are a writer in ancient Rome. What would your style be? Would you write short & spicy epigrams like Martial, or do you have a longer story to tell? • Pretend that you are an ancient Roman who has fallen on hard times. What are your options? Are there people that could help you? If not, how will you survive? • How and why do stereotypes or prejudice impact the way people from different (or the same) cultures perceive or interact each other? • What new insights about yourself and others have you gained from thinking about Martial's Epigrams? • What is something new or interesting that you learned that might change the way you think about things?

Summative Assessment / IPA

Intermediate Mid - High

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

Interpretive Communication

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

Authentic resource: [Martial's Epigrams](#)

Martial's Epigrams

Quem recitás meus est, ó Fídentíne, libellus:

   sed male cum recitás, incipit esse tuus.

Bella es, nóvimus, et puella, verum est,

et dívés, quis enim potest negáre?

sed cum té nimium, Fabulla, laudás,

nec dívés neque bella nec puella es.

Dímidium dónáre Linó quam crédere tótum

   quí mávolt, mávolt perdere dímidium.

Sexte, nihil débés, níl débés, Sexte, fatémur.

   débet enim, sí quis solvere, Sexte, potest.

Carmina Paulus emit, recitat sua carmina Paulus.

   nam quod emás possís iúre vocáre tuum.

Comprehension Questions

1. **Key Word Recognition**: Find the words from the text that best express the meaning of these English phrases.

    i.   when you recite badly:_____

    ii.   for who can deny it?:_____

    iii. than loan all:_____

    iv. if he can pay:_____

    v.   what you buy:_____

2. **Main Idea**: Using information from the passage, provide the main idea or points from the poem about Fabulla, in English.

_____

_____

_____

3. **Supporting Details** – Circle the following details that are supported by what you read in the text. Not all details are mentioned.
   (Hint: You are <u>not</u> looking for the exact statement within the text. You are looking for information that would support each detail below.)

    i.   Martial is reading aloud Fidentinus' poetry.

    ii.   Fabulla is very humble about her looks.

    iii. Giving Linus half of what he wants to borrow is cheaper than loaning it all.

    iv. Sextus doesn't have any debt because he doesn't borrow.

    v.   Paulus buys poetry.

4. **Guessing Meaning from Context**- Based on the passage, write what the following expressions probably mean in English.

    i.   *incipit esse tuus* . _____

    ii.   *quis enim potest negáre?* _____

    iii.   *Linó quam crédere tótum/ quí mávolt* _____

    iv.   *níl débés, Sexte, fatémur.* _____

    v.   *possís iúre vocáre tuum.* _____

5. **Making Inferences -** "Read between the lines" to answer the following questions in English using information from passage.

Looking at the three inferences below, circle the statement that is **most likely true**, based on the information in the reading passage. Provide evidence from the passage to support your selection.

    i. Martial is compassionate about others' problems.

    ii. Martial mocks people's vices in his poetry.

    iii. Martial likes to bully nice people.

Evidence or clues from the reading passage to support your choice(s): _____

_____

_____

6. **Author's Perspective:** Why was this text written? Choose the perspective or point of view that gives the intended purpose of this text. You may choose more than one answer. Give evidence to support your choice(s).

   i. factual

   ii. cause and effect

   iii. moralistic

   Evidence or clues from the reading passage to support your choice(s): _____

   _____

   _____

7. **Comparing Cultural Perspectives:** Respond to the following questions in English:

   i. What are the cultural similarities and differences between loaning money in ancient Rome and loaning money today?

   _____

   _____

   ii. How do the practices (the activities, behavior, etc.) in the passage reflect the target culture perspectives?

   _____

   _____

iii. What did you learn about the target culture from this passage?

_____

_____

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.

_____

_____

_____

_____

_____

_____

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

Situation/Prompt
Students have a conversation in the target language about getting a loan. One student requests a loan with their reasons, while the other students says yes or no with their reasons.

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

Situation/Prompt:
In the target language, compose a tweet to someone who has stolen one of your poems!