

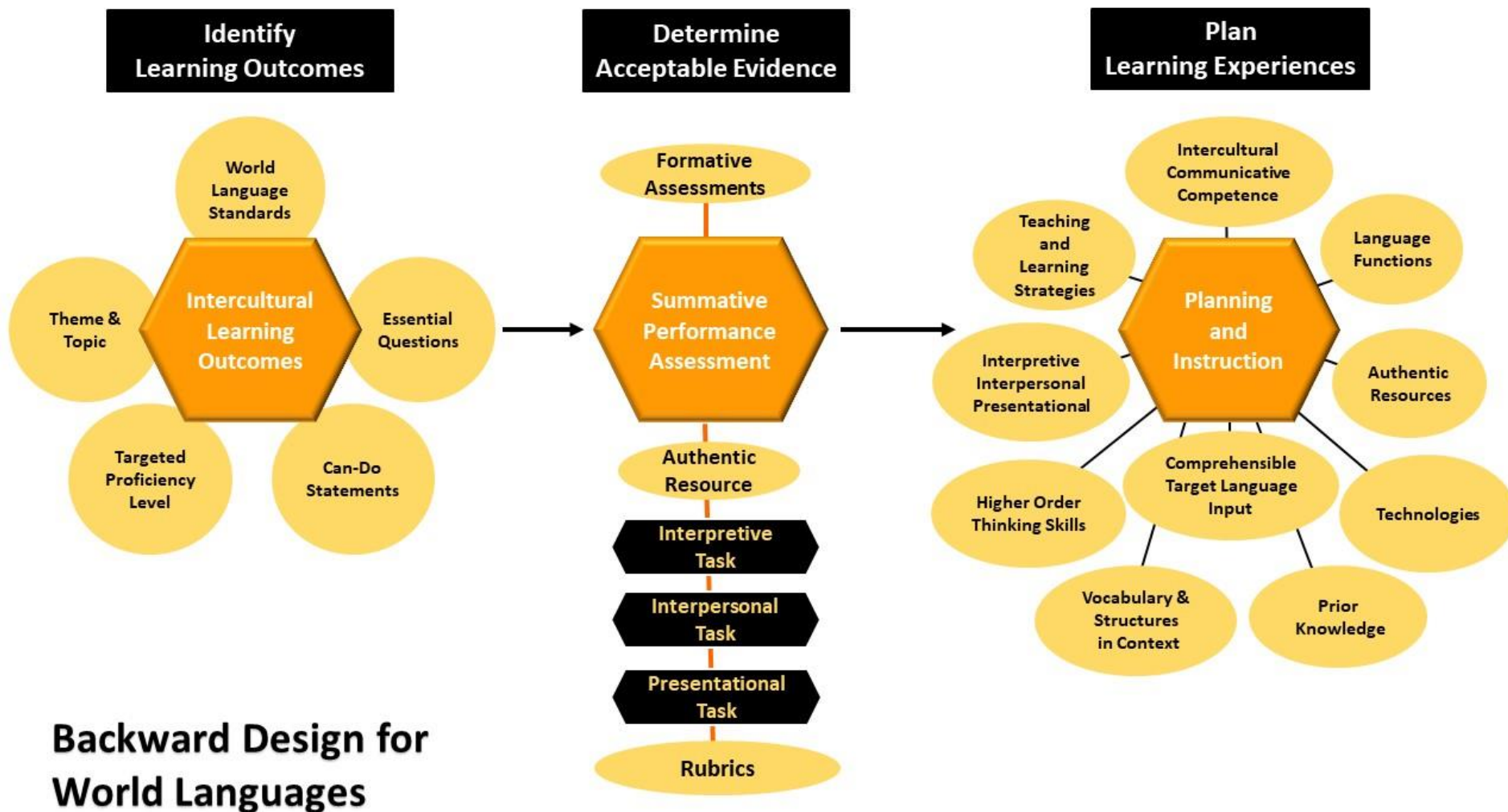
Novice High/Intermediate Low - Who Am I? Who Are We?

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

Novice High/Intermediate Low - 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>Novice High / Intermediate Low</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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<p>Intercultural Learning Outcomes</p> <p>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</p> <ul style="list-style-type: none">• 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.	<p>Intercultural Learning Outcomes</p> <ul style="list-style-type: none">• 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: Novice High / Intermediate Low</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>INT-C. NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. INT-C. NH.2. Identify and compare familiar or everyday behaviors in native and other cultures. INT-LIT. NH.1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. INT-LIT. NH.2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.</p> <p>INT-C. IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures. INT-C. IL.3. Understand the topic and relevant information in complex authentic informational texts. INT-LIT. IL.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. INT-LIT. IL.2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts.</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>INP-C. NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures. INP-C. NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. INP-LIT. NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. INP-LIT. NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.</p> <p>INP-C. IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. INP-C. IL.2. Converse in familiar situations at school using appropriate learned behaviors. INP-LIT. IL.1. Use culturally appropriate and relevant language, syntax and learned behaviors. INP-LIT. IL.4. Infer meaning of unfamiliar language from context or topic of conversation.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>PC.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. PC.NH.3. Give simple descriptions of familiar and everyday topics. P-LIT. NH.1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.</p> <p>PC.IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. PC.IL.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics. P-LIT. IM.1. Use authentic resources, content, syntax and concepts that are relevant to the topic.</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 assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: Magister Craft's Quid Heri Feci</p> <p><i>Clicking CC under the video will turn off/on the English translations. Clicking on the settings gear will allow one to change the subtitles from English to Latin.</i></p> <p>Interpretive Task(s): Students will use the text "Magister Craft's Quid Heri Feci" for comprehension and literacy-based questions.</p> <p>Interpersonal Task(s): Students will have a conversation in the target language as if they had just met and are learning about each other and their interests/life. Students must ask each other at least 5 questions.</p> <p>Presentational Task(s): Your school newspaper will feature World Language students in an upcoming edition. They will be interviewing students and will ask the students to share information in their target languages about what they have been learning. They have asked you to participate. Using as much detail as possible, relate in Latin what you understand about Roman day-to-day life and, by sharing something about what this passage teaches about Roman culture, encourage readers to take an interest in learning Latin and about the Roman daily activities.</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"> • Daily activities (work, school, home, meals) • Basic numerals (cardinal, ordinal and Roman numerals) • Visualization of geographical terms (map activity: Roman topography) • Visualization of archaeological sites and material cultural objects associated with daily life (images from Pompeii, especially)

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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"> Describing people, places, things, actions Comprehending text or speech Asking informational and clarifying questions Comparing <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Adverbs Comparison of adverbs Conjunctions: coordinating Direct and indirect speech Indirect / direct object Noun/ pronouns / adjective agreement Interrogative pronouns Simple sentence structures Subject / verb agreement Verb forms: present, past tenses; gerund; indicative, infinitive, imperative, subjunctive moods <p>Vocabulary</p> <p>Low-frequency:</p> <p>caseus, casei; ficus, fici; holus, holeris; ientaculum, ientaculi; lavo, lavare; lectus, lecti; lux, lucis; ludo, ludere; mel, melis; meridies, meridiei; nux, nucis; ostendo, ostendere; pan, panis; paulo; piscis, piscis; plurimum; pomum, pomi; prandium, prandii; solarium, solarii; tantus-a-um; thermae, thermanum; thermopolium, thermopolii; undecimus-a-um; usque</p> <p>Medium-frequency:</p> <p>adiuvo, adiuvere; ceno, cenare; dormio, dormire; duodecim; edo, edere / esse; eo, ire; facio, facere; curro, currere; doceo, docere; redeo, redire; surgo, surgere; volo, velle</p>

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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 and Cultural Resources to use Throughout This Unit</p> <ul style="list-style-type: none">• A Day in Rome: A Legonium story• Legonium - Season 1: A story of Marcellus and his (sometimes unusual) life• Legonium - Season 2: More about Marcellus and his life• Any day in Ancient Rome: the Daily Life of a Roman• Weird History: What It Was Like To Live In Ancient Rome During Its Golden Age• A Glimpse of Teenage Life in Ancient Rome

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<p>Instructional Strategies</p> <p>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).</p> <p>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.</p>	<p>Instructional Strategies</p> <p>Interpretive Reading and Listening/Viewing Activities</p> <ul style="list-style-type: none"> • Choral and individual readings of the Latin text. • Timeline - Create a list of Magister Craft's activities NOT IN ORDER. After students have read or listened to <i>Quid Heri Feci</i>, students cut out each individual activity then put them in the correct order. • Prepare an illustrated menu for breakfast, lunch and dinner based on what Magister Craft ate in <i>Quid Heri Feci</i>. • Using a free bingo card generator, fill in the blanks with key terms from <i>Quid Heri Feci</i> (e.g. <i>Solarium Augusti</i>, <i>duodecim horas</i>, <i>me lavi</i>, <i>panem</i>, etc.) Have students listen to the audio only of <i>Quid Heri Feci</i>. As they hear a term, have them mark their cards until someone gets a bingo. • Write ten short statements, five true and five false, in grid formation. Students will watch <i>Quid Heri Feci</i> once (without the Latin subtitles), read the 10 statements, and circle what they think are the true statements. Then students will watch the video again (with the Latin subtitles) and correct any mistakes they perceive. Students can do this in pairs or small groups. <p>Interpersonal Activities</p> <ul style="list-style-type: none"> • NH/IL Interpersonal Activities <p>Presentational Writing and Speaking Activities</p> <ul style="list-style-type: none"> • Prepare a Power Point with only pictures about Roman Mythology and present it to the class. Tell what you learned about the Roman gods and goddesses. • Make a children's booklet about Roman gods and goddesses. Write a narrative and include pictures. • Write an email about Roman daily activities. • Create a skit involving Roman daily activities, including stage directions, props and costumes.

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	<p>Vocabulary and Structures - Contextualized Activities</p> <ul style="list-style-type: none"> • Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice • For individual student practice, students could use Quizlet or similar websites. • Point out cognates to words in the target language. • Recognize repeated words in the authentic resources. • Sort or classify words. • Match words with definitions. <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, 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. • Use other tech tools, such as Google products (docs, slides, jamboards, etc.); Peardeck; Kami; Mentimeter; Kahoot; Quizlet; Blooket; Animoto; Socrative; Class dojo; Quizzizz; or Plickers for interactive practice. • Use Canva to have students make an identity poster comparing themselves and the Romans, based on what they have learned. <p>Formative Assessments</p> <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none">• 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. <p>Additional Strategies for Supporting English Learners and Learners with Disabilities</p> <ul style="list-style-type: none">• 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 to improve learning outcomes.• 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 the dawn of humankind.• Draw a storyboard or build and present a shadow-box of the events described.• Make and present a video or podcast emphasizing some aspect of your own and/or a Roman's conception of the origin of people.• Create and present a physical or digital activity reinforcing vocabulary and cultural content described, with your class as the intended audience.

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<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> <p>Have students compare and contrast Roman daily life to modern daily life, taking into consideration the following:</p> <ul style="list-style-type: none"> • modern technology • the definition of family • daily schedule • education • food • housing • personal hygiene • the roles of men and women • the roles of masters and slaves • the roles of adults and children • the roles of patrons and clients
<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"> • What do you do the same as and differently than the other people who live with you do on a daily basis, and why? • What do you do the same as and differently than your friends on a daily basis, and why? • What are some reasons that the Romans might have divided their day up the way that they did? Focus on 1 activity at a time (breakfast, school, lunch, midday break, baths, dinner, family time). • What would be your favorite part of the day if you followed a Roman’s schedule? Explain your reasons. • What new insights about yourself and others have you gained from thinking about your daily activities? • What is something new or interesting that you learned that might change the way you think about things?

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Summative Assessment – IPA

Novice High / Intermediate Low
Topics: Who am I? Who are we?

Interpretive Communication

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

Cultural Resource: [Epigrams of Martial](#)

“Quid Heri Feci” by Magister Craft

Salvete plurimum! Nomen mihi est Magister Craft. Hoc est Solarium Augusti. Sumus in Campo Martio. Solarium Augusti tantum meridiem ostendit. **Sed dies duodecim horas habet.** Nox quoque duodecim horas habet. Hodie Solarium Augusti me adiuvabit. Hodie vobis narrabo quid heri fecerim. Ante lucem de lecto surrexi . Me lavi et ientaculum edi. Panem et ficos edi. Tum ad scholam ii. Discipulos meos docui ab hora prima usque ad sextam horam. Sexta hora meridies est. **Meridie pausam fecimus.** Ad prandium ii. Ad thermopolium prandium edi. Panem, olivas, nuces, et caseum edi. Post prandium, hora septima, non ad scholam redii. Domum ad dormiendum redii. **Hora octava in thermas Agrippae ii.** Cucurri et me lavi. Hora nona domum ad cenandum redii. In domo cum familia cenavi. Prima mensa edimus panem, olivas, nuces, holera, et pisces. **Tum secunda mensa poma et mel edimus.** Hora decima ego et liberi lusimus. Ab hora undecima usque ad horam duodecimam libros legere volebam. Sed paulo post horam undecimam dormivi. **Et vos, quid heri fecistis?** Valete!

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Comprehension Questions

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

i. what I have done: _____

ii. I went home to sleep: _____

iii. At the 10th hour: _____

2. **Main Idea:** Using information from the passage, provide the main idea or points 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 not looking for the exact statement within the text. You are looking for information that would support each detail below.)

- i. Augustus' Solarium is in the Campus Martius.
- ii. Magister Craft ate bread and figs for breakfast.
- iii. Magister Craft taught his student until he ate dinner.
- iv. For lunch Magister Craft had bread, nuts, cheese, and sausages.
- v. Magister Craft went to bed before the sun went down.

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4. **Organizational Details** - How is the reading passage organized? Please circle any that apply and give evidence to support your answer(s).

- i. Biography
- ii. Prayer
- iii. Description
- iv. Cause and Effect
- v. Pros and Cons

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

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

- i. Sed dies duodecim horas habet. _____
- ii. Meridie pausam fecimus. _____
- iii. Hora octava in thermas Agrippae ii. _____
- iv. Tum secunda mensa poma et mel edimus. _____
- v. Et vos, quid heri fecistis? _____

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6. Making Inferences - “Read between the lines” to answer the following questions in English using information from passage.

For Intermediate Learners: 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. Roman teachers work very long days from breakfast until dinner.
- ii. On an average day, most Romans don’t eat red meat.
- iii. Romans do not bathe as much as Americans.

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

For Novice Learners: Looking at the following statement, list any evidence from the passage that helps you to determine whether it is true or false.

Romans ate a lot of bread.

Evidence or clues from the reading passage that helped you determine if this is True or False:

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7. 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. historic
- iii. comic

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

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

- i. What are the cultural similarities and differences between a school day for a Roman teacher and your teacher?

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

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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.

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

Situation/Prompt

Students will have a conversation in the target language as if they had just met and are learning about each other and their interests/life. Students must ask each other at least 5 questions.

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

Situation/Prompt:

Your school newspaper will feature World Language students in an upcoming edition. They will be interviewing students and will ask the students to share information in their target languages about what they have been learning. They have asked you to participate. Using as much detail as possible, relate in Latin what you understand about Roman day-to-day life. Also, share something about what this passage teaches about Roman culture, encourage readers to take an interest in learning Latin and about the Roman daily activities.