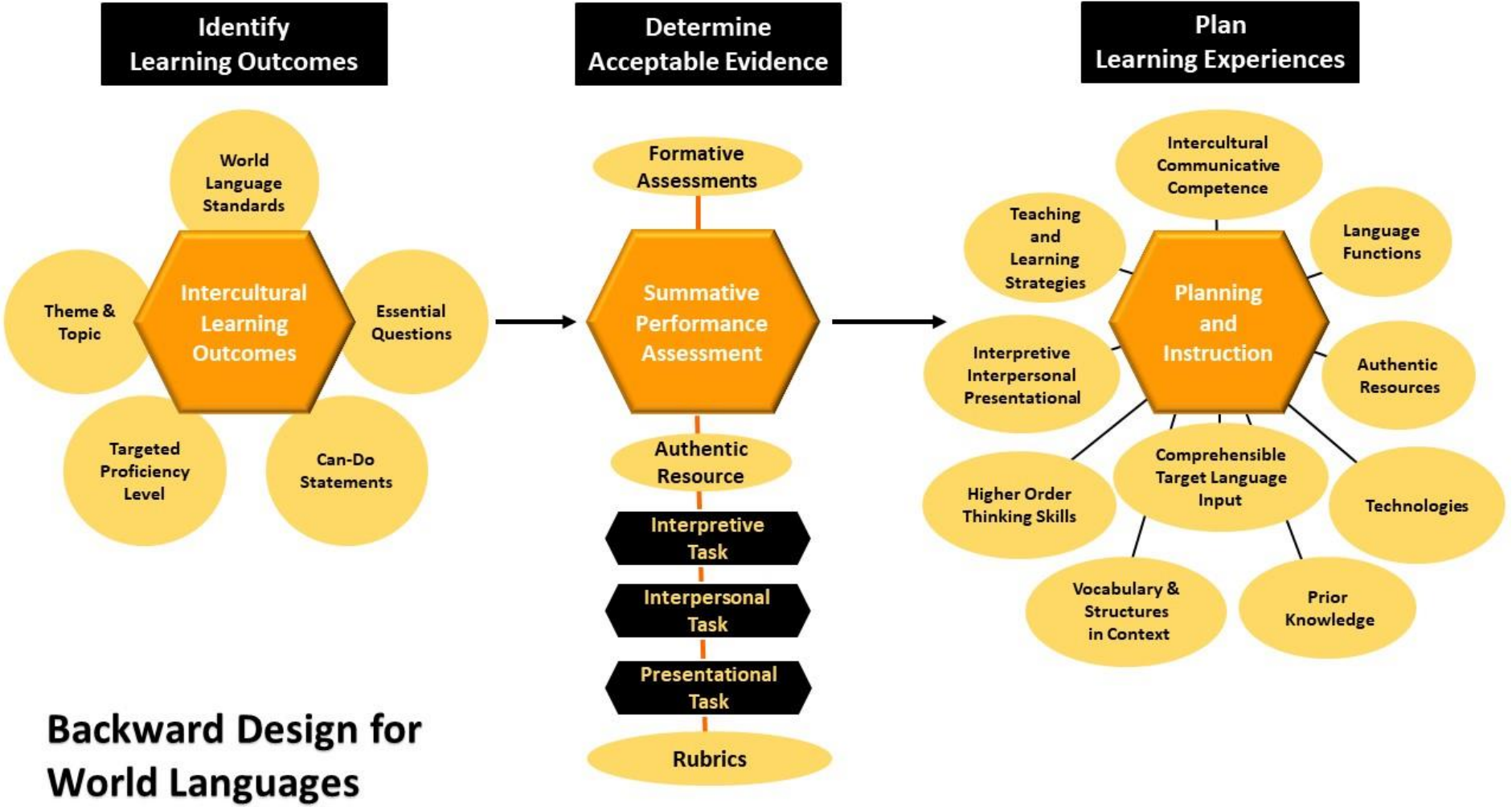# Novice Low/Mid - Who Am I?
Backward Design of a German Intercultural Unit and Assessment

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

Novice Low/Mid - Who Am I?
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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
	
	Novice Low / Novice Mid

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 Am I? **Essential Questions:** • What makes me who I am? • What information about myself can I exchange with others?

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Intercultural Learning Outcomes Choose the intercultural communication goals for this unit. Sample intercultural progress indicators for each proficiency level can be found in both the Ohio World Languages and Cultures Learning Standards and in the NCSSFL-ACTFL Intercultural Can-Do Statements • Intercultural learning outcomes focus on investigation of products, practices and perspectives in the learner's native culture and the target culture(s), as well as interactions using culturally appropriate language and behavior. • Using intercultural outcomes to drive communication will help the teacher focus on the relevant content, vocabulary and structures that learners need to know to be successful. • Learn more about building intercultural competence.	**Intercultural Learning Outcomes** • I can identify some of my typical interests and hobbies and those of my peers in my own and other cultures, and how they contribute to our identity. • I can interact in culturally appropriate ways with others as we get to know each other.

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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: Novice Low / Mid** **Interpretive Intercultural Communication and Literacy** NL.INT-C.1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INT-C.3. Understand a few familiar words or phrases in authentic informational texts. NL.INT-LIT.1. Recognize cognates and familiar or practiced words, as well as nontraditional letters, accents, characters or tone marks. NL.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences. NM.INT-C.1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NM.INT-C 3. Understand very basic information in authentic informational texts. NM.INT-LIT.1. Recognize cognates and words from context, as well as accents. NM.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences. **Interpersonal Intercultural Communication and Literacy** NL.INP-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INP-C.3. Provide basic information on very familiar topics. NL.INP-LIT1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NL.INP-LIT.3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation. NM.INP-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.INP-C.5. Express basic preferences or feelings and react to those of others. NM.INP-LIT.1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NM.INP-LIT.5. Use digital and cultural resources appropriately. **Presentational Intercultural Communication and Literacy** NL.P-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.P-C.3. Name very familiar people, places and objects. NL.P-LIT.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NM.P-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.P-C.3. Give simple information about very familiar topics. NM.P-LIT.1.Use authentic resources and familiar vocabulary and structures that are relevant to the topic

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** **Authentic Resources:** These resources show what makes Namika who she is. It allows students to see how her culture has shaped her identity Lieblingsmensch: official music video by Namika. Musiker Steckbriefe: "Who am I" website with information about the musician/singer/rapper "Namika". **Interpretive Tasks** *The complete interpretive tasks can be found at the end of this unit template.* Students will use the authentic recourse to find key words, main idea, supporting details, organizational features, context clues and make cultural comparisons. **Interpersonal Task** Help students to formulate some questions about the video - what they thought, what they saw, etc. Students should then ask each other these questions and refer to their answer at the end of the interpretive task to help them answer the questions from their partner. **Presentational Task** Students write their own Steckbrief, detailing information about themselves beside the bold German words for various characteristics, making use of the following words, which come directly from the interpretive resource above: Vorname, Name, Geburstag, Geburtsort, Größe, Augenfarbe, Haarfarbe, Lieblingssport, Hobby and any other characteristics they are able to note in German with a characteristic word.

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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:** • Students share what they can say to introduce themselves (e.g., name, age, where they are from, a thing or activity that they like, etc.). • Students introduce someone else with name, age, where they are from, job, interests, etc.
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** • Expressing likes • Comparing and contrasting • Interpreting and comprehending speech • Describing people • Asking informational questions **Language Forms/Structures** • Simple verb forms and adjectives to describe oneself **Vocabulary** • Likes, interests, name, age, etc. • Vocabulary related to music and/or being a celebrity

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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.
 	
    o 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
	
	Nador - Song lyrics that discuss Namika's identity
	
	Statista: Reading passage about German people's interests.
	
	Beste Freundinnen: Two girls talk about where they live and what they like to do together
	
	Ich heiße Johanna: Audio file
	
	Landeskundeclip : Das-ist-meine-Familie.
	
	Leute stellen sich vor: Video
	
	Deutsch lernen mit Videos: Video

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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
Instructional Strategies Create learning experiences related to the unit outcomes that will reach a wide range of leardivers 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** • Using the authentic resources listed above, use the ACTFL Interpretive template to create interpretive tasks that focus on comprehension and literacy skills. **Interpersonal and Presentational Activities** • Students form two concentric circles (with students in the inner circle facing the students in the outer circle) and exchange introduction information with their partner until the teacher indicates that the outer circle move in one direction, providing each student a new partner to talk to. Through repetition, students develop their ability to express their name, their age and something else that they want to share about themselves in German. Encourage students to occasionally change the third aspect to inject some spontaneity into their speaking as well. • To ensure understanding and reinforce what students heard, teacher could afterwards have the outer circle move in the opposite direction and have students say back in German what they remember their partner saying about themselves. (Example: *Du heißt Ainsley. Du bist 15 Jahre alt. Du magst Fußball*). • Afterwards, students could write aspects they discovered they have in common with two or three of their partners, using complete sentences in German. (Examples: *Sam und ich sind 14 Jahre alt. Tom und ich mögen Eishockey.*) **Contextualized Vocabulary and Structures** • Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities • Use Quizlet, Conjuguemos or similar websites for individual student practice • Find or create pictures that explain likes and dislikes in varying degrees • Point out cognates in the target language • Recognize repeated words in the authentic resources • Sort or classify words • Match words with definitions • Play Pictionary

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
	Technology Integration in Activities or Lessons • 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 simple 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. • Create a digital pen pal program via videos with Flip. Students can partner with students at the same level in a neighboring school or district, or a school in the target culture. Students can create videos, view their classmates', or pen pals' videos, and respond to one another with comments using Flip. **Formative Assessments** • Show a series of images (5-8) of typical things students have said that they like. Have the students write out the name of the activity or item. These may be turned in for teacher review. • Play hangman in pairs or as a class using the vocabulary. • 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.
Student Engagement 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.	**Student Engagement: College, Career or Life Connections** • Ask students to think about scenarios, either currently or in the future, where it would be beneficial to know how to introduce themselves and tell a little bit about themselves in German, as well as understand someone else. • 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.

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
Intercultural Reflection Encourage learners to engage in deeper reflection on the cultural content of the unit, **either in class in the target language, or outside of class in English**. • Use the NCSSFL-ACTFL Reflection Tool With Sample Questions for ideas on creating deeper reflection questions in English outside of class and target language activities in class: • "Learners' awareness and understanding of their own and others' cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one's native language. **For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection**." (NCSSFL-ACTFL Reflection Tool, 2017).	**Intercultural Reflection Questions or Activities** *(In the target language in class or in English/native language outside of class)* • List 8-10 characteristics in English that describe aspects of one's identity. Then name three important characteristics that describe aspects of your identity and how you feel they contribute to your identity. • When introducing yourself to a native German speaker, what information do you feel is most important to express about yourself and ask about, and why? • Think about how the German tradition of shaking the right hand with eye contact while meeting someone compares to the behaviors of Americans when meeting others. What do you think accounts for some of the differences? • How do Americans and Germans reflect formality and informality in their respective languages when getting to know others? Whom would Americans and Germans address formally and why do you think these differences exist? • What new insights about yourself and others have you gained from thinking about this topic? • What have you learned that is new, interesting or might change the way you think about things?

Summative Assessment – Interpretive Tasks

Novice Low/Mid

Topic: Who am I?

Interpretive Communication

Note: The interpretive tasks are based on the ACTFL template and can be scored with the accompanying ACTFL rubric.

Authentic Resource: https://www.musiker-steckbriefe.de/pop-deutsch/namika-steckbrief

I. <u>**Key Word Recognition**</u>

For each German word below, write its meaning in English, based on the context of the text.

<u>Deutsch</u>	<u>English</u>
Geburtstag	
Geburtsort	
Augenfarbe	
Beruf	
Lieblingssport	

Find five different German words not listed above that you understand and write them below along with their English meaning.

Deutsch	English

II. **Main Idea**

Explain the main idea or main points of this text in English.

_____

_____

III.   **Supporting Details**

1) Circle the letter of each detail below that is mentioned in the article (not all are included!)

2) Then show evidence of where the information is found by writing in the specific phrase or sentence just as it appears in the text in German on the line for each detail that you circled

A. Namika had a hit song that remained #1 on the charts for 43 weeks.

_____

B. "Namika" is the name that this musical artist created for herself, not her real name.

_____

C. Namika is an only child / has no siblings.

_____

D. As a child, Namika sang in her school's choir.

_____

E. Namika's grandparents came to Germany from Turkey in the 1970's.

_____

IV. <u>Organizational Features</u>

What kind of text is this? Highlight or circle the types below that apply (there can be more than one right answer.) Then explain briefly why you selected each organizational feature, using specific clues you found in the text. For organizational features that don't apply, leave the line blank.

A. storytelling _____

B. pros and cons _____

C. biography _____

D. compare and contrast _____

E. description _____

V. <u>Guessing Meaning from Context</u>

Based on this passage, write what the following three words probably mean in English.

1) Steckbrief _____

1) Künstlername_____

2) Nominierung_____

VI. <u>**Inferences**</u>

    1)   Based on the text, how old is Namika today? _____

    2)   True or false: *Namika is athletic.*
        ☐ True   ☐ False

        What evidence supports that Namika is or isn't athletic? (Write this response in English.)

        _____

VII. <u>**Comparing Cultural Perspectives**</u>
       Answer the following questions in English:

    1.   Think of a well-known musical artist in the United States. Write who it is, then describe how Namika is similar AND how she is different from this American musical artist.

        _____

        _____

        _____

    2.   Do you think "Lieblingsmensch" could be a hit in the United States? Why or why not?

        _____

        _____

        _____

3. What did you learn about the German culture from this text?

_____

_____

_____

VIII. **Personal Reaction to the Text**

Referencing specific information from the text, describe in English your personal reaction to this text about Namika. What information did you find most interesting and/or most surprising and why? What additional information would you like to know about Namika or her music, based on what you read in the text?

_____

_____

_____

_____

_____