

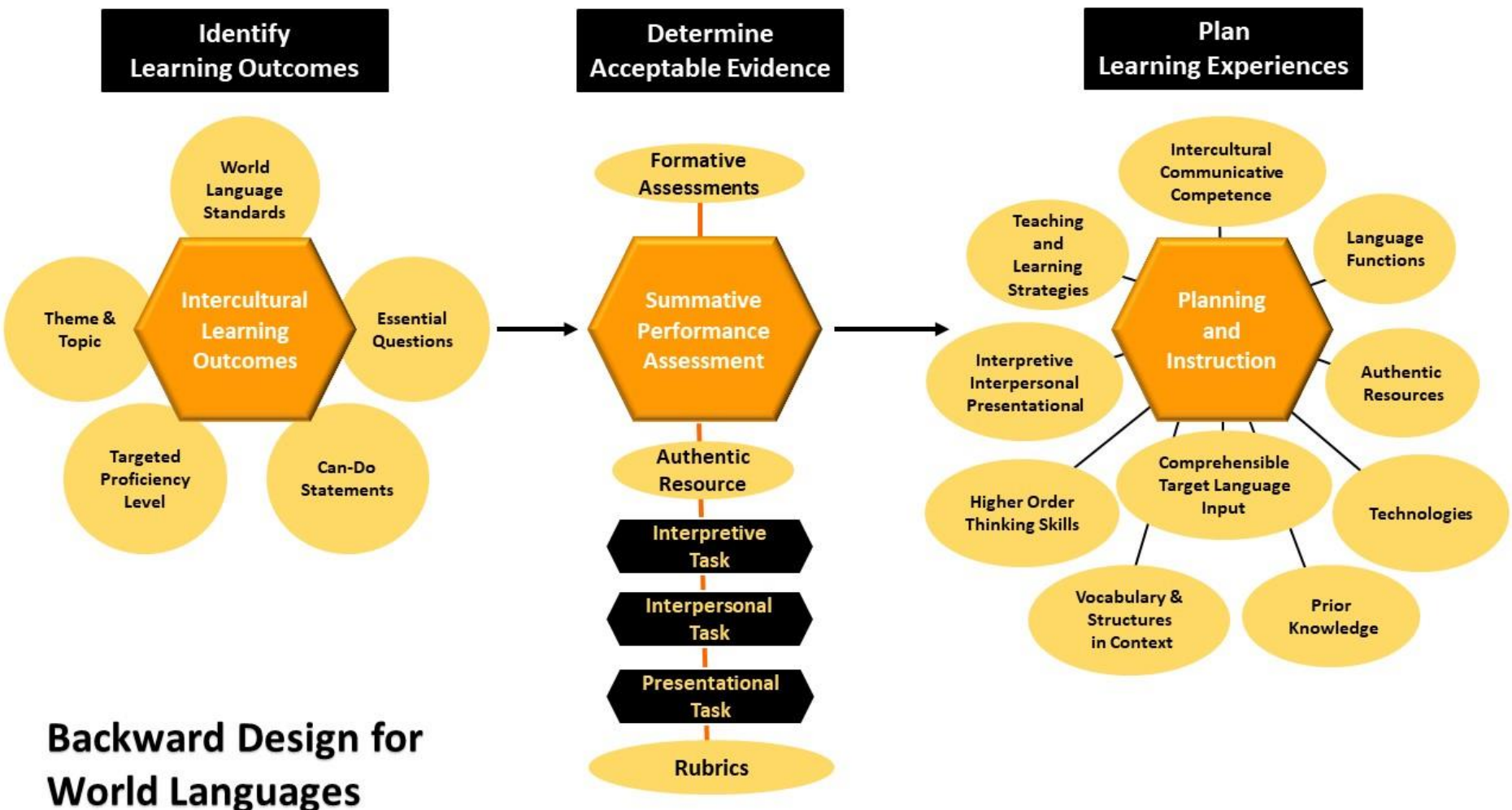
Novice Mid/High - Who Am I?

Backward Design of a Spanish Intercultural Unit and Assessment

This sample intercultural unit shows the detailed step-by-step process for Backward Design planning. For each step of the process, the left column provides an explanation and links to relevant resources from the Ohio World Languages and Cultures Model Curriculum. All curricula will be developed at the local level.

Note that Backward Design is an integrated, non-linear process. Moving backward and forward throughout the template is expected. Most important is that there are strong intercultural and communicative learning outcomes, and that assessments and activities build reliably toward those outcomes.

Download this unit template and a variety of other planning and assessment templates [on the World Languages and Cultures Unit Samples webpage](#).



Backward Design for World Languages

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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;">Novice Mid / High</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?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes me who I am? • What information about myself can I exchange with others?

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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"> • 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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<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 Mid / High</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>INT-C.NM.3: Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations. 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.NM.1: Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. INT-LIT.NH.1: Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. INT-LIT.NM.3: Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?” INT-LIT.NH.3: Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?” INT-LIT.NM.4: Make personal connections to a text using prior knowledge or experiences.</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>INP-C.NM.3 & INP-C.NH.3: Request and share simple information on familiar or everyday topics. INP-C.NM.5: Express basic preferences or feelings and react to those of others. INP-C.NH.5: Express, ask about and react to simple preferences, feelings or opinions on familiar topics. INP-LIT.NM.1: Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. INP-LIT.NM.2: Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words. INP-LIT.NH.2: Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. INP-LIT.NM.3: Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>P-C.NM.2: Present in very familiar intercultural situations using practiced or learned language and behaviors. P-C.NM.3: Give simple information about very familiar topics. P-C.NH.3: Give simple descriptions of familiar and everyday topics. P-C.NM.4: Provide simple details about self, interests and activities. P-C.NH.4: Provide details about personal life, interests and activities. P-LIT.NM.3: Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.</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 summative assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: Audio Clips Andrés & María Teresa</p> <p>Interpretive Task Identify various pieces of information about the two speakers.</p> <p>Interpersonal Task You are meeting your classmate for the first time. Ask questions to find out as much information about them as you can. Be sure to answer all of their questions as well. Try to include as much specific information about yourself as possible.</p> <p>Presentational Task Now that you have learned all about your partner, you will write a short letter to introduce your partner to a friend. Include as much information about that person as you can. You may also include information about yourself, María Teresa, or Andrés to show how your partner is similar or different.</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"> • Express name and age • Talk about (dis)likes and activities • Review professions and simple details about this profession • Talk about where various people live
<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><i>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.</i></p>	<p>Language Functions</p> <ul style="list-style-type: none"> • Expressing likes • Comparing and contrasting • Interpreting and comprehending speech • Asking informational questions • Describing people <p>Language Forms/Structures</p> <ul style="list-style-type: none"> • Nouns, pronouns, adjectives • Verbs and verb phrases <p>Vocabulary</p> <ul style="list-style-type: none"> • Greetings/salutations/good-bye • Reactions and opinions • Describing self: age, profession, origin, pastimes

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Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- ACTFL [defines authentic texts](#) as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level.
- Ohio’s K-12 grid of [Interpretive Literacy standards and progress indicators](#) has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an [Interpretive template](#) for literacy-based tasks.
 - These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible.
- Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc.
- Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc.

Step-by-Step Backward Design of the unit. [Learn more about Backward Design](#)

Authentic Cultural Resources

Authentic and Cultural Resources for Lessons Throughout This Unit

- Websites, texts and audio/video of people in the target culture describing themselves. [Audio-Lingua website](#) has a variety of audio clips.
- Social media posts or surveys in the target language of people in the target culture describing themselves.

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Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

Instructional Strategies

Create learning experiences related to the unit outcomes that will reach a wide range of learners, using [strategies based on Universal Design for Learning](#) principles (i.e., a variety of ways for engagement, practice and demonstration of learning).

Integrate a [variety of activities](#) that focus on intercultural competence; interpretive, interpersonal, presentational and literacy skills; relevant vocabulary and structures; technology integration; real-life or career connections; and a variety of informal or formal formative assessment.

Step-by-Step Backward Design of the unit.
[Learn more about Backward Design](#)

Instructional Strategies

Interpretive Reading and Listening/Viewing Activities

- Read, listen to and watch a variety of introductions and descriptions of people in Spanish.
- Use the [ACTFL template](#) to practice interpretive tasks.
- Identify and describe people based on their introductions.
- Use graphic organizers (Venn diagrams, T-charts, etc.) to compare and contrast people based on the information they give about themselves.

Interpersonal Activities

- Pen Pal note - read and respond.
- Flip - respond to a classmate's video introduction.
- Padlet - write something about yourself, read others' descriptions and respond (give a reaction, ask a question, etc.)

Presentational Writing and Speaking Activities

- Present yourself on Flip.
- Show & Tell - bring an item and tell how it represents who you are.
- Create an infographic telling your physical descriptions and personality traits.
- Create simple graphic or written biographies in Spanish of famous Hispanic figures

Contextualized Vocabulary and Structures

- Use Quizlet, Conjuguemos or similar websites for individual student practice.
- Find or create pictures that explain likes and dislikes and varying degrees thereof.
- Point out cognates to words in the target language.
- Recognize repeated words in the authentic resources.
- Sort or classify words.
- Match words with definitions.
- Play Pictionary with partners, small groups or teams.
- Create a cloze activity with a level appropriate song/video.

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	<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 or in English, 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. <p>Formative Assessments</p> <ul style="list-style-type: none"> • Choose some of the activities from above and use them as scored formative assessments with feedback. • Create two teams in the class. Representatives from each team will take turns acting out vocabulary from this unit. To earn a point, the team must name the word in less than 30 seconds. If after that time, her/his team does not correctly guess the activity then the other team can earn the point. • Show a series of images (5-8) related to this unit and have the students write words and phrases describing the images or match descriptions with images. 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.
<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> <p>Ohio's World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners.</p>	<p>Student Engagement: College, Career or Life Connections</p> <ul style="list-style-type: none"> • Have students think of a current or future real-world or personal need where they would have to introduce and describe themselves in the target language. Have them create a digital or actual product that could help fulfill this need.

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<p>Intercultural Reflection</p> <p>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.</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. 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). 	<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"> • Describe how a person from the target culture may identify themselves. Is this similar or different to how you may identify yourself? • How does the use of technology help or hurt when getting to know someone? • If you were to travel to a Spanish-speaking country, are you confident in your ability to introduce yourself to new people? • Do kids/adolescents from other parts of the world participate in the same kinds of activities? • How are pastime and leisure activities similar or different across cultures and languages? • How do your interests reflect who you are/your identity and the culture you live in? And for your peers in the target culture? • What new insights about yourself and others have you gained from thinking about and comparing leisure activities, sports and hobbies in different cultures? • What have you learned that is new, interesting or might change the way you think about things?

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Summative Assessment

Novice Mid/High

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: audio clips of [Andrés](#) & [María Teresa](#) describing themselves.

A. Key Word Recognition. Write at least 3 things in Spanish or English that Andres and Teresa each like or like to do.

Andrés:

- 1.
- 2.
- 3.

María Teresa:

- 1.
- 2.
- 3.

B. Supporting Details. Write details in Spanish or English that support the following statements.

1. Andrés talks about where he is from and where he lives now.

2. Andrés talks about what he likes about where he lives.

3. María Teresa talks about where she lives.

4. Maria Teresa talks about her work.

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C. Guessing Meaning from Context. Based on the audio clips, write what the following phrases probably mean in English.

1. estoy muy feliz (Andrés) _____

2. estudiantes extranjeros (María Teresa) _____

D. Inferences. “Read between the lines” to answer the following questions in English using information from the audio clips.

1. Does Andrés like to do a variety of activities? How do you know?

2. Is María Teresa a very active person? How do you know?

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E. Personal Reaction to the Text. Describe in Spanish your personal reaction to the two audio clips. For example, you could talk about how you are similar to and different from Andrés and María Teresa. You could talk about if they are people that you'd like to be friends with and why or why not. You might talk about which of their activities you would like or not like to participate in.

Interpersonal Communication

Use the Novice Mid or High [Ohio rubrics](#) to score the interpersonal section, based on the amount/level of language students can produce.

You are meeting your partner for the first time. Ask questions to find out as much information about them as you can. Be sure to answer all of their questions as well. Try to include as much specific information about yourself as possible. Things you could find out might include:

- Name and age
- Where they live
- What things they like or don't like
- What activities they like or don't like to do
- What their personality is like
- Anything else you are curious to know about them

Presentational Communication

Use the Novice Mid or High [Ohio rubrics](#) to score the presentational section, based on the amount/level of language students can produce.

Now that you have learned all about your partner, you will write a short letter to introduce your partner to a friend. Include as much information about that person as you can. You may also include information about yourself, María Teresa, or Andrés to show how your partner is similar or different.