

Designing World Language Curriculum for Intercultural Competence (Eddy, 2006) UC:ADAPT

Articulated Curriculum Unit Abridged Sample

Program Level Big Idea	Health and Wellness
Unit year Theme	Healthy choices

Stage 1: What are the Desired Results?

Culture Standard as framer for Intercultural Competence

Unit Overview	Enduring Understandings	Essential Questions
Using a variety of culturally authentic materials and transfer tasks, students will examine lifestyle choices and healthy initiatives in the target language community.	<p>Health practices and perspectives vary across cultures.</p> <p>Healthcare systems vary between countries.</p> <p>Health depends on many factors, including our diet, culture and lifestyle.</p> <p>Sociopolitical, media and environmental factors can play a role in healthcare.</p>	<p>To what extent does our culture and lifestyle influence our diet?</p> <p>How does the media affect our health and lifestyle?</p> <p>To what extent does culture inform our health and wellness practices?</p> <p>How is the individual responsible for their own health and wellbeing?</p> <p>How do we talk about our health with others in my family and community?</p>

Eddy, J. UCADAPT. 2006, 2014, 2015, 2017.

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Stage 2: Determine Acceptable Evidence:

Communication Standard

Context for the Summative Performance Assessment	Summative Performance Assessment		
<p>The <i>Good Life!</i> channel is looking for episode content with a focus on healthy lifestyles.</p>	Interpretive (IN)	Interpersonal (IP)	Presentational (PR)
	<p>Students examine a variety of menus and food commercials and categorize items containing high sugar, salt, fat, and carbohydrates.</p>	<p>With a partner, come to consensus on which food items to include on a diet for people with different health needs and goals.</p>	<p>The <i>Good Life!</i> channel is focusing one week of programming on diabetes and needs episode content. Create a multimedia presentation outlining healthy lifestyle choices in your community and global initiatives.</p>

<u>ACTFL/NCSSFL Can-Do(s)</u>	Performance Assessment Student Statements (PASS)	Communicative Mode
<p>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p>	<p>I can categorize food items as healthy or not healthy. I can choose with a partner proper foods depending on someone else’s dietary needs. I can make a presentation on a local and global health concern.</p>	<p>Interpretive reading Interpersonal listening Interpersonal speaking Presentational writing Presentational speaking.</p>

Stage 3: Learning Experiences and Instruction:

Connections-Comparisons-Communities Standard

<p>Formative Assessment CAN Enable Transfer (FACET)</p> <p><i>Connections, Comparisons and Communities with the following transfer tasks during the lessons...</i></p>	<p>Mode</p> <p>IN IP PR</p>	<p>Performance Assessment Specific Statements</p> <p>PASS Can-Do's for each task</p> <p>I can...</p>	<p>Review (R) same year Spiral (S) previous year New (N) for this unit.</p> <p><i>The repertoire of language, culture, content knowledge for the transfer tasks.</i></p>	<p>Intercultural Transfer Targets</p> <p>I can...</p>
<p>Students watch a TL video on three steps to a healthy lifestyle. On a chart, categorize the actions mentioned in the video. Write three questions for a partner. Using the chart, ask your partner about their lifestyle choices and complete the chart. Create a <i>voicethread</i> on tips for healthy lifestyle.</p>	<p>IN IP PR</p>	<p>I can create a chart about steps to a healthy lifestyle.</p> <p>I can ask my partner about their healthy choices.</p> <p>I can write a script about healthy habits using simple sentences.</p>	<p>Gain or lose weight (N) Exercise (S) Drink water (S) Walk (S) Whole grains (S) Fried (N) Carbohydrates (S)</p>	<p>I can identify some common lifestyle habits in other cultures. I can compare food and lifestyle initiatives from different cultures in the media I can create a multimedia presentation on healthy lifestyle choices from various countries.</p>
<p>Use a Venn Diagram to compare foods served in your school and those seen on the TL website. Write five questions for your partner about food sold in schools and make a list of those foods. Come to consensus with partner on what foods should not be served or sold in the cafeteria. Create a short video or brochure for your community on junk food and healthier choices.</p>	<p>IN IP PR</p>	<p>I can compare cafeteria food choices in the US and the target language country.</p> <p>I can suggest, agree and disagree when planning school menus.</p> <p>I can create a presentation on healthy v. junk foods.</p>	<p>Junk food (N) Artificial flavors (N) Salt (S) Fats(R) Fast Food (R) Sugar (S) Dairy products (R) Feel Hungry (N) Feel Full (N)</p>	<p>I can write and speak about healthy food choices for stores in my community.</p> <p>I can compare food shopping in a target language community with my own experience. I can distinguish healthy foods and ingredients from the target culture.</p>

ACTFL. (2014). *World Readiness Standards for Learning Languages*. Alexandria,VA (Original work published 1996/2014).

Wiggins, G., & Mc Tighe, J. (2005). *Understanding by Design* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. (Original work published 2001)

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