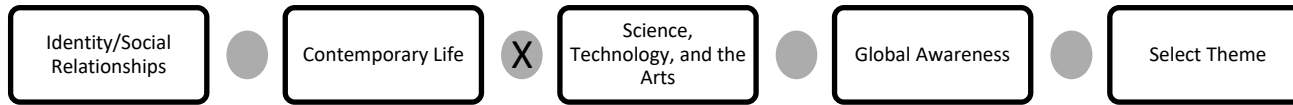


[Understanding by Design/Backward Design Articulated Thematic Unit Abridged Sample](#) Eddy, J. 2006, 2014, 2015, 2017, 2020.

Mouse hover for NCSSFL-ACTFL Benchmarks and Indicators for each Checkpoint. Use these as target goals for course and unit.



Topic: Nutrition and Meal Taking

Stage 1: What are the Desired Results? **Culture**

Unit Overview	Enduring Understandings	Essential Questions	Intercultural Competence Can Dos
Using a variety of culturally authentic materials and transfer tasks, students will examine lifestyle choices and healthy initiatives in the community.	Health practices and perspectives vary across cultures. Health depends on many factors, including our diet, culture and lifestyle. Sociopolitical, media and environmental factors can play a role in healthcare.	How does the media affect our health and lifestyle? To what extent does culture inform our health and wellness practices? How do we talk about our health with others in my family and community?	In my own and other cultures, I can identify and compare health practices and food products to help me understand perspectives. I can choose and design health conscious meal options with community needs in mind.

Stage 2: Determine Acceptable Evidence: **Communication**

Context for the Summative Performance Assessment	Summative Performance Assessment task (taken from the Articulated Performance Assessment Transfer task (NYSAPAT))		
The <i>Good Life!</i> channel is looking for episode content with a focus on healthy lifestyles.	Interpretive (IN)	Interpersonal (IP)	Presentational (PR)
	Students examine a variety of infographics and commercials to categorize items with high sugar, salt, fat, and carbs. Students write 3 questions on foods.	With a partner, come to consensus on which food items to include on a diet for people with different health needs and goals.	The <i>Good Life!</i> channel is focusing one week of programming on diabetes. Create a multimedia presentation outlining healthy lifestyle choices in your community and global initiatives.

NCSSFL/ACTFL Can-Do(s)	Performance Assessment Specific Statements (PASS)	Communicative Mode
<p>I can identify the main idea and key information in short straightforward informational texts.</p> <p>I can exchange information in conversations on familiar and some researched topics.</p> <p>I can give presentations on a variety of familiar topics and concrete topics I have researched.</p>	<p>I can identify and compare foods and ingredients from authentic resources.</p> <p>I can categorize food items as healthy or not healthy.</p> <p>I can pose questions from information I listen to or watch.</p> <p>I can choose the proper foods depending on someone’s dietary needs.</p> <p>I can come to a consensus on healthy choices to include in a presentation.</p> <p>I can make a presentation on an issue with facts and suggestions on a local and global health concern.</p>	<p>Interpretive reading</p> <p>Interpretive listening</p> <p>Interpretive listening</p> <p>Interpersonal speaking</p> <p>Interpersonal speaking</p> <p>Presentational writing</p> <p>Presentational speaking</p>

Stage 3: Learning Experiences and Instruction:

Connections-Comparisons-Communities

Formative Assessments during lessons	Mode IN IP PR	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Competence Can Do I can...
<p>https://youtu.be/pejLGerfMWM</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.</p> <p>Using the chart, ask partner about lifestyle choices. Create a <i>voicethread</i> on tips for healthy lifestyle.</p>	<p>IN</p> <p>IP</p> <p>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)</p> <p>Exercise (S), Drink water (S)</p> <p>Walk (S), Whole grains (S)</p> <p>Fried (N), Carbohydrates (S)</p> <p>Have to (S), Often, starch (N)</p> <p>sometimes (S), harm (N), prohibit (N), junk food (N)</p>	<p>I can identify some common lifestyle habits and health concerns in other cultures.</p> <p>I can compare food and lifestyle initiatives from different cultures in the media.</p> <p>I can describe lifestyle choices across cultures.</p>
<p>http://miescuelasaludable.org/comida-chatarra/</p> <p>Use a Venn Diagram to compare foods served in your school and on the TL website. Write five questions about food sold in schools. 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</p> <p>IP</p> <p>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)</p> <p>Artificial flavors (N)</p> <p>Salt (S), Fats(R), Fast Food (R)</p> <p>Sugary (N), Dairy products (R)</p> <p>Feel Hungry (N)</p> <p>Feel Full (N) processed (N)</p> <p>packaged (N), diabetes (N)</p> <p>Dietary (N), mandate (N)</p>	<p>I can identify school foods served in different countries.</p> <p>I can suggest healthy food choices for stores in my community.</p> <p>I can compare food shopping in a target language community with my own experience.</p>

Eddy, J. 2017. Adapted from “Unpacking the Standards for Transfer: Intercultural Competence by Design” NECTFL Review. Understanding by Design/Backward Design Template. ACTFL. (2014). *World Readiness Standards for Learning Languages*. Alexandria:VA Original work published 1996/2014; McTighe & Wiggins, 2005. NCSSFL/ACTFL, 2014/2017.

Contemporary Life Nutrition and Meal Taking

Articulated Assessment Transfer Task Template (Eddy, J. 2006, 2014, 2015, 2017, 2019)



Health practices and perspectives vary across cultures. Socio-political, media, and environmental factors play a role in healthcare. Health depends on many factors, including our diet, culture and lifestyle.

How does the media affect our health and lifestyle?

To what extent does culture inform our health and wellness practices?

How do we talk about our health with others in my family and community?

The *Good Life!* channel is looking for episode content with a focus on healthy lifestyles.

Vertically Articulated Assessment across three levels



Novice mid-high Checkpoint A	Intermediate Low-Mid Checkpoint B	Intermediate Mid-High Checkpoint C
<p>Students watch videos on meals from different countries to select and list which popular foods are healthy or not.</p> <p>I can identify healthier options from the target culture.</p>	<p>Students examine a variety of infographics and categorize items with high sugar, salt, fat, and carbs. Students write 3 questions on foods.</p> <p>I can categorize ingredients as healthy or not healthy. I can pose questions from information I listen to or watch.</p>	<p>Students read websites and watch videos on <i>remedios caseros</i> to compare indigenous and conventional practices on diet and health.</p> <p>I can compare intercultural health practices.</p>
<p>Students decide which meal is best for a healthier school lunch from Spanish speaking cultures.</p> <p>I can select healthy options from Spanish and Latino cuisine with a partner.</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>I can choose the proper foods depending on someone's dietary needs.</p>	<p>Students debate on the pros and cons of <i>remedios caseros</i> and decide which ones to include in the TV episode.</p> <p>I can discuss and choose traditional cultural remedies with a partner.</p>
<p>Students present a school meal plan for the <i>Good Life!</i> episode on healthy school food.</p> <p>I can present a healthy school menu featuring popular Latino dishes.</p>	<p>The <i>Good Life!</i> channel is focusing one week on diabetes. Create a multimedia presentation on healthy lifestyle choices in your community.</p> <p>I can make a presentation with facts and suggestions on a local and global health concern.</p>	<p>Good Life! presents <i>Remedios Caseros: Ayer y Hoy</i>, focusing on how these remedies have changed over time depending on the needs of the community.</p> <p>I can explain health trends in the Latino community then and now.</p>

Articulated Assessment Transfer Task Template

(Eddy, J. 2006, 2014, 2015, 2017, 2019)

Theme
Topic

EU

Students will understand that... (Intercultural Perspective, value, belief from theme)

EQ

Overarching question not answered in a period, but unfolded throughout curriculum through the transfer tasks. Derived from Intercultural perspectives.

Context

Novel situation or real-world issue or problem posed by a business, group, organization, community etc., needing product or problem solved with value beyond the classroom.

Vertically Articulated Assessment across three levels

Novice Mid-High

Intermediate Low-Mid

Intermediate Mid-High

Description of Interpretive task

Description of Interpretive task

Description of Interpretive task

I can...

I can...

I can...

Description of Interpersonal Task

Description of Interpersonal Task

Description of Interpersonal Task

I can...

I can...

I can...

Description of Presentational Task

Description of Presentational Task

Description of Presentational Task

I can...

I can...

I Can

[Understanding by Design/Backward Design Articulated Thematic Unit Abridged Sample](#) Eddy, J. 2006, 2014, 2015, 2017, 2020.

Mouse hover for NCSSFL-ACTFL Benchmarks and Indicators for each Checkpoint. Use these as target goals for course and unit.



Topic:

Stage 1: What are the Desired Results?

Culture

Unit Overview	Enduring Understandings	Essential Questions	Intercultural Competence Can Dos

Stage 2: Determine Acceptable Evidence:

Communication

Context for the Summative Performance Assessment	Summative Performance Assessment task (taken from the Articulated Performance Assessment Transfer task (NYSAPAT))		
	Interpretive (IN)	Interpersonal (IP)	Presentational (PR)

NCSSFL/ACTFL Can-Do(s)	Performance Assessment Specific Statements (PASS)	Communicative Mode

Stage 3: Learning Experiences and Instruction:

Connections-Comparisons-Communities

Formative Assessments during lessons	Mode IN IP PR	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Competence Can Do I can...
	IN IP PR			
	IN IP PR			

Eddy, J. 2017. Adapted from "Unpacking the Standards for Transfer: Intercultural Competence by Design" NECTFL Review. Understanding by Design/Backward Design Template. ACTFL. (2014). *World Readiness Standards for Learning Languages*. Alexandria:VA Original work published 1996/2014; McTighe & Wiggins, 2005. NCSSFL/ACTFL, 2014/2017.

References

- Eddy, J. (2006) Unpacking the New York LOTE standards with Backward Design. Annual Meeting of NYSAFLT. Saratoga Springs, NY.
- Eddy, J. (2006) Unpacking the Standards with Backward Design, NYCAFLT annual conference.
- Eddy, J. (2006) Discover Languages through Song: Designing IPAs for Understanding. National Conference of American Council on the Teaching of Foreign Languages. Nashville, TN.
- Eddy, Jennifer. (2006). *Sonidos, Sabores, y Palabras*. Boston: ThomsonHeinle
- Eddy, J. (2007a). [Coverage without pity: World Language Assessment exposed in the light of backward design](#). in R. Fry (Ed.) Languages: Connecting students with the world. Annual Series, No. 23. New York State Association of Foreign Languages. Buffalo: NYSAFLT.
- Eddy, J. (2007b). [Children and Art: Uncovering Cultural Practices and Perspectives through works of art in world language performance assessment](#). *Learning Languages*, 12(2).
- Couet, R., Duncan, G., Eddy, J., Met, M., Smith, M., Still, M., Tollefson, A. (2008) [Starting with the end in mind](#): Planning and evaluating highly successful foreign language programs. Boston, MA: Pearson Education
- Eddy, J. (2008). Starting with the End in Mind: Planning and Evaluating Language Programs. American Council on the Teaching of Foreign Languages. Orlando, FL.
- Eddy, J. (2008) Unpacking the Standards with Backward Design: Curriculum and performance assessment design for world languages. Massachusetts Foreign Language Association, Sturbridge, MA.
- Eddy, J. (2009) Unpacking the standards with Backward Design. Workshop at ACTFL national conference. San Diego, CA.
- Eddy, J. (2014) [Turnarounds to Transfer](#): Design beyond the Modes. *Learning Languages*, 19 (2).
- Eddy, J. (2015) [Uncovering Curriculum: Language performance through culture by design](#). *JNCOLCTL*, (17).
- Eddy, J. (2017). Student Learning Outcomes and Backward Design. *National Foreign Language Center*. TED-Ed Webinar. October. <https://goo.gl/RTFUZw>
- Eddy, J. (2017) [Unpacking the Standards for Transfer: Intercultural Competence by Design](#). In Rebecca Fox Ed.) Special Volume on Intercultural Competence for Northeast Conference on the Teaching of Foreign Languages (NECTFL).
- Eddy, J. (2019) [Creativity by Design: Literature and Drama for Transfer](#). In F. Diamantidaki, (Ed.), *Teaching Literature in Modern Foreign Languages*. London: Bloomsbury Academic.
- Eddy, J. (2019) [Preparing Teachers of Critical Languages for Articulated Performance Assessment Task Design](#). *JNCOLCTL*, (25).