Unit Planning Template

COURSE OVERVIEW	
Course Name:	LY214- Levantine Arabic I
Course Proficiency Target:	NH
Performance Target:	Intermediate

UNIT OVERVIEW	
Theme:	Identities & Influential People
Global World Language Theme:	Identity/Belonging (Global) Personal & Public Identities (AP)
Essential Question:	What constitutes identity?
Performance Objective: *I can + language function in each of the three modes + context + proficiency level information*	I can identify, interact, and present information on elements of my identity and some influential individual identities from the target culture and my own using simple sentences and questions with some details.
Summative Assessment Frame:	**End-of-Unit Integrated Performance Assessment (IPA):** You are preparing to study abroad at Qasid Institute in Amman, Jordan, for this fall. You have joined Naas Amman (instagram.com/humansofamman) to learn more about the identities of those people and any incorrect assumptions you originally had. Additionally, it is essential to create new relationships with those people so you can understand each other's differences, and come together when you travel abroad. Hence, you want to set up your social networking site so you can make new friends while also staying in touch with your family members and friends at home. In order to prepare, you must read other's self-introductory posts on the Instagram page, and think of what information is needed for your personal profile to start your own social networking site. Once you arrive there, you need to be ready to introduce yourself to your classmates and ask and answer questions to get to know each other.

Social Justice Standards:	**ID.9-12.1** I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society. **ID.9-12.2** I know my family history and cultural back-ground and can describe how my own identity is informed and shaped by my membership in multiple identity groups. **DI.9-12.6** I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Unit Duration:	2 weeks (at the beginning of the semester)

CORE KNOWLEDGE & SKILLS	
Language Function Skill Objectives (Performance Indicators)	**Proficiency Benchmark** *NCSSFL-ACTFL Can-Do Statements*
I can + language function + context ● I can **identify** different elements of someone's identity from communication such as posts and personal profiles. ● I can **identify** different elements of my identity and **compare** them with those of others biographical based on what I read and watched. ● I can **ask and respond** to questions about the facets of my identity and incorrect assumptions. ● I can **ask for and give** information about the identity, actions and personality of others. ● I can **write about** myself and/ or other special people's identities by **sharing and comparing** basic biographical information and some descriptors of how others assume about our identities.	*Interpretive:* I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed *Interpersonal:* I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions *Presentational:* I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language

● I can **state** different information representing my identity, such as age, where I live, nationality, etc.	

CORE VOCABULARY & FORMS
+ Degree of Control (emerging, partial, full)

EMERGING CONTROL
students are able to use these vocabulary/structures with limited accuracy

- Religion
- Stereotypes
- Habits and traditions
- Surroundings
- Gender

PARTIAL CONTROL
students are able to use these vocabulary/structures with some degree of accuracy

- Nisba adjective
- Verb conjugation
- Plural nouns
- origin
- Family members
- Simple questions (except why)
- Passive verb (I was born, he was born, she was born)

FULL CONTROL
students are able to use these vocabulary/structures with almost complete accuracy

- Country names
- To have/ don't have
- To like/ dislike
- Majors
- Living place
- Food items (fruits, vegetables, milk, juice, water, coffee, etc.)
- Languages
- Some adjectives (for appearance and personality)

LEVEL UP Vocabulary & Forms
*With **developing control**, students may push beyond the core of this unit by focusing on…*

- It consists of ….
- Speaking about their cultural background (some traditions, music, modesty, etc.)
- Expressing opinion (in my opinion, as far as I'm concerned)
- Building on comments (in addition, an example of this, I conclude from that that)

Cultural Comparisons	Intercultural Communication Benchmark
Product: (identity components): Social media post. *Practice: (daily life practices and choices):* Participate in online communities by sharing various important practices to identity. *Perspective:* Building friendship and professional networking and understanding the value of different facets of individual identity.	*Investigate:* In my own and other cultures I can identify products and practices related to identity to help me understand perspectives. *Interact:* I can share and find out biographical information about peers in Arab culture and interact with them respectfully.

SEQUENCE of LEARNING			
Learning Outcomes	**Learning Tasks**	**Checks for Learning**	**Resources**
(I can + language function + context) *These are lesson-level learning outcomes that build sequentially toward the unit performance objective.*	*Interpretive:* *Interpersonal:* *Presentational:* *Space for notes on essential tasks to use in the lesson that lead students toward the learning outcome.*	*How will you check to ensure that students have achieved the learning outcome?*	
I can **identify** basic personal information from communication such as posts and personal profiles.	*Interpretive:* Students watch a video created by the teacher who recorded herself reading a famous Arab figure biography to make the content more accessible to students. The text highlights several facets of that influential famous figure's identity.	Students answer comprehension questions via Edpuzzle about the famous figure biography.	https://drive.google.com/file/d/1oHR1uga249EgCwtAjqQkOOAe4cHUkE7w/view?usp=sharing
I can **identify** different elements of my identity and **compare** them with those of others	*Interpretive:* Students read short biographies of two Arab figures that include information	Students will compare between those famous/influential Arab people's identities and theirs using Venn diagrams	https://docs.google.com/document/d/1Z2oI3OuMlLW7k15YuIOAbcui6

biographical info based on what I read or watched.	about their identities (names, countries of origin, date of birth/death, languages, professions, and what people assume about them)	where they will summarize the elements of each individual identity. In this way, they will be able to write about their similarities and differences and some people's assumptions.	1EIz7IJWTC HiYxJEFQ/ed it?usp=sharing
I can **ask and respond to questions** about the facets of my identity and incorrect assumptions.	*Interpersonal:* 1- Students in pairs act out this scene where they pretend that they just met for the first time. They will take turns asking and answering questions about their identities to get to know each other. Some of the questions must include wrong assumptions or stereotypes about each other. Each of them must respond and clarify any incorrect assumption. 2- The teacher posts images that suggest different identity categories such as national origin, language, race, religion, etc., around the room. The teacher asks the students to move to the category that best describes or impacts their identities to find out more about those in the group using the personality traits/ identity categories suggested in the images. They also	1- Students are able to ask and answer questions about elements of their identities and provide yes/no answers about the assumptions and truths. (Are you Egyptian?, No, I'm Mexican) (You don't speak English? No, I speak three languages: English, Arabic and Spanish). 2- Students think about the most influenced identity category and join their group to talk more about their identities. Students will talk about the different elements of their identities with similar groups and then come as a class to share why they have picked that category to be the most impactful one.	Role play: Students will be provided with sample questions to stimulate the conversation. They can also use Venn diagrams from the previous activity to look at the elements of their identities they already wrote. 2- Students will be provided with sentence stems to help them explain the reasons behind selecting the most impactful identity category

	recycle previously learned material like activities and hobbies.		
I can **ask for and give** information about the identity, actions and personality of others.	*Interpersonal:* Each student selects a person from the target culture who is well known within the culture or someone who is popular in today's culture. They look at social media posts, photographs, and/or video clips of these well-known actors, athletes, or other individuals who are famous or making a difference today. After collecting information, students interview partners to find out more about the person their partner has identified.	**Guess Who**: Each student will summarize the information he/she collected about the person from the target culture on a card. Students in pairs alternate asking questions to get as much information about the individual as possible in a limited amount of time. When time is up, they attempt to guess the name of the individual that their partner had.	The teacher could provide students with a list of popular and influential Arab figures to help them with the search. They don't have to stick with the names on the list. However, the teacher must collect the names once the students made their choices to share the list with the class in order to make the "Guess Who" activity more rewarding.
I can **write about** myself and/ or other people's identities by **sharing and comparing** basic biographical information and some descriptors of how others assume about our identities.	*Presentational:* Students must choose one of the three famous/influential Arab figures we have read about their identities and compare his/ her identity with their own. They will also share some descriptors of how others assume about their identities and the students' assumptions	Students will complete a double bubble multicultural self map where they fill in with different and similar identity categories/ elements. They will also expand the map to list a few elements others assume about them, and what they have assumed about the famous/ influential Arab person they have chosen.	-Copies of the three famous/ influential people they have read previously. - Copies of the double bubble multicultural self map.

	about the person they have chosen.		
I can **state** different information representing my identity, such as age, where I live, nationality, etc.	*Presentational:* Students must write two sentences on their actual identity elements (truths) and one sentence on what others assume about them (lie)	Students write a self-introduction that contains two truths and one lie. They pair and read their statements to a partner who must identify the lie.	Students write their two truths and one lie on Jamboard.

SUMMATIVE UNIT ASSESSMENT

(Include the overall unit frame from above here)

You are preparing to study abroad at Qasid Institute in Amman, Jordan, for this fall. You have joined Naas Amman (instagram.com/humansofamman) to learn more about the identities of those people and any incorrect assumptions you originally had. Additionally, it is essential to create new relationships with those people so you can understand each other's differences, and come together when you travel abroad. Hence, you want to set up your social networking site so you can make new friends while also staying in touch with your family members and friends at home. In order to prepare, you must read other's self-introductory posts on the Instagram page, and think of what information is needed for your personal profile to start your own social networking site. Once you arrive there, you need to be ready to introduce yourself to your classmates and ask and answer questions to get to know each other.

Interpretive	Interpersonal	Presentational
(Include the frame for the Interpretive assessment here)	*(Include the frame for the Interpersonal assessment here)*	*(Include the frame for the Presentational assessment here)*
You are preparing to study abroad at Qasid Institute in Amman, Jordan, for this fall. You have joined Naas Amman (instagram.com/humansofammman) to learn more about the identities of those people and any incorrect assumptions you originally had. So, you started reading	After some preparation to join Qasid Institute in Amman, you finally arrived there and met many new people. You decided to film all your activities while staying there and share them on your website. After greeting everyone in the class, your new teacher paired you up with another new student to	After reading a few posts of Naas Amman and looking carefully at some of their identities, you have decided to create your social networking site. You will write your personal profile then share your site with family members and friends at home to stay in touch and people in Amman to make new friends.

some of their profiles and came across this man's profile and decided to read through it carefully to dig deeper into the elements of his identity and some incorrect assumptions you may have. This will help you understand others' identities and create your own profile.	introduce each other. So, you started your first conversation with a partner in which your partner will play the role of a student from Qasid Institute in Amman to find out biographical information about each other. Your teacher stated that some of the questions must include a stereotype or wrong assumption about your partner's identity. You never know, this could be a new chance to make a new friend.	
Student Directions: Read the post on Instagram, then answer the questions.	**Student Directions:** You and your partner will participate in a role-play where each will have a role and will be provided with some questions to help you in your conversation. The conversation will be filmed.	**Student Directions:** -Your personal profile must reflect at least 10 essential elements of his/her identity in sentence formats and include a visual/image that best represents their profile. Students must share the link to their networking site (Facebook, Instagram, Blog, etc.) -Any smart device or camera to film his/her self introduction, including some descriptors of how others assume about his/her identity (1-2 minutes).
Resources: https://www.instagram.com/p/CB-UVpzDXKN/	**Resources:** Use any smart device or camera to film your conversation.	**Resources:** Computer or any smart device to create the networking site. Any smart device or camera to film his/her self-introduction.
Teacher Notes:	Teacher Notes:	Teacher Notes:

Interpretive Performance Assessment

Course Proficiency Target: Novice High (LY214- Levantine Arabic I)
Course performance target: Intermediate
Unit theme: Identities & Influential People
Learning target: I can **identify** different elements of someone's target cultural identity and **indicate** some of my own inaccurate assumptions when named in spoken or written text.

Summative Assessment Frame:
You are preparing to study abroad at Qasid Institute in Amman, Jordan, for this fall. You have joined Naas Amman (instagram.com/humansofamman) to learn more about the identities of those people and any incorrect assumptions you originally had. So, you started reading some of their profiles and came across this man's profile and decided to read through it carefully to dig deeper into the elements of his

identity and some incorrect assumptions you may have. This will help you understand others' identities and create your own profile

Source: (Humans of Amman Instagram page)

https://www.instagram.com/p/CB-UVpzDXKN/

Here is the full text:

انولدت في فلسطين، لما كان عمري سنة صارت النكبة وحالنا حال غيرنا رحلنا أنا وعيلتي لعمّان في سنة ال 1948. كانت الحياة صعبة، كل إشي فعلياً كان صعب.. كنت لساتني صغير لما توفى أبوي، بس مع هيك بدها تمشي الدنيا. درست بكالوريس محاسبة في بيروت وبعديها كملت ماجستير في القاهرة سنة ال 1972 وبنفس المجال. شغلي كان عبارة عن عمل إطارات للصور، وبلشت بهاي الشغلة من لما كنت في المدرسة، كان يستهويني الموضوع وقتها ومشيت فيه. مريت بكتير صعوبات وأنا وصغير.. بتذكر لما كنت أروح على المدرسة مشي، كنت أمشي حوالي ال 2-3 كم أيام البرد والمطر والحر، ما كنا نقدر نتحمل تكلفة المواصلات أيامها.. إذا الحياة علمتني إشي فهو الاعتماد على حالي! عشان هيك عرفت وقدرّت قيمة القرش."
#ناس_عمان #humansofamman

INTERPRETIVE TASK:

You will read/watch some of the staple Arabic dishes' recipes online. You will then answer questions about what you have read and watched.

I.   Key word recognition

Find in the post the Arabic word that best expresses the meaning of each of the following English words. Please use only words from the post. Use context clues.

The Word in English	It's Equivalent in Arabic
When (not the question word)	
Our condition	
Life	
difficulties	
Passed away	
To walk	
To remember	
To teach	
to know	
to value	

II.   Main Idea

Using information from the post, provide the main idea of the text.

_____

_____

_____

III.   Supporting details

First, check off each detail that is mentioned in the text. Not all are included. Then, write the number of the detail on the document next to where it appears in the text.

1- الرجال بيحكي عن مرته و أولاده

2- الرجال كانت حياته صعبة

3- هو سافر على عمان عشان بيحب البلد

4- هو راح على عمان مع عيلته

5- درس بكالوريوس في بيروت و ماجستير في القاهرة

6- هو كان يروح على المدرسة مشي

IV.   **Organizational Features.** How is the text organized? More than one answer may apply. Explain briefly why you chose each structure by providing clues in the text.

A. Compare/contrast   B. Description   C. Informational   D. Problem/Solution

E. Biography   F. Letter/Message   G. Historical   H. Sequential

_____

_____

_____

V. Guessing Meaning from Context. Using the document, write what the following words and phrases probably mean in English.

صورة Quick Draw/Image	النص Context Clue	المعنى بالانجليزية TheWord in English	الكلمة بالعربية The Word in Arabic

			تمشي الدنيا
			إطارات
			قيمة

VI. Inferences. Answer the following question by providing as many reasons from the text as you can.

Question: Why does the author think that his life is tough?

_____

_____

VII. Author's Perspective. Select the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

   A. Moral
   B. Informative
   C. Social
   D. Historical

_____

_____

VIII. Comparing Cultural Perspectives. Answer the following questions.

   1. How is the author's identity influenced by his birthplace? Does your birthplace have the same impact on your identity?

_____

_____

2. Compare any difficulties you are facing with the ones the author has? Do you think if he lived in the US would have the same obstacles? You may answer the second part in English.

_____

_____

IX. Personal Reaction to the Text. Using specific information from the text and the image provided, what assumptions did you make before reading his post? Did you change your mind after reading his profile? Be sure to provide reasons that support your new assumptions.

_____

_____

_____

_____

<div align="center"><u>**Interpersonal Performance Assessment**</u></div>

Course Proficiency Target: Novice High (LY214- Levantine Arabic I)
Course performance target: Intermediate
Unit theme: Identities & Influential People
Learning target: I can **ask and answer** questions to obtain information about someone's identity and clarify some wrong assumptions or stereotypes about my own identity.

Summative Assessment Frame:
After some preparation to join Qasid Institute in Amman, you finally arrived there and met many new people. You decided to film all your activities while staying there and share them on your website. After greeting everyone in the class, your new teacher paired you up with another new student to introduce each other. So, you started your first conversation with a partner in which your partner will play the role of a student from Qasid Institute in Amman to find out biographical information about each other. Your teacher stated that some of the questions must include a stereotype or wrong assumption about your partner's identity. You never know, this could be a new chance to make a new friend

You will probably want to : (Of course, students don't have to stick to these questions or ask them all. This is only to guide them and help them get started)

1- Greet your partner, introduce yourself by stating your name, and then you can ask any question about the elements of his/ her identity to know each other. You may want to ask the following:

- Ask about his family background, national origin, nationality, the places he/she lived at, education,
- How many languages he/she speaks, native language, religion, race, etc.
- Things he likes and dislikes
- Collect more information about his father, mother, and siblings.
- Other aspects that may have influenced his/her identity
- Make sure to ask questions based on how you see and think about your partner, which means based on your assumptions/ stereotypes.

<div align="center">**Presentational Performance Assessment**</div>

Course Proficiency Target: Novice High (LY214- Levantine Arabic I)
Course performance target: Intermediate
Unit theme: Identities & Influential People
Learning target: I can **create** a written personal profile and **present** it orally that includes different actual elements, and somewhat others assume about my own identity.

Summative Assessment Frame:

After reading a few posts of Naas Amman and looking carefully at some of their identities, you have decided to create your social networking site. You will begin by writing your profile. Your personal profile must reflect at least

bu_arabic_students

bu_arabic_students مرحبا شباب! كيفكم
اليوم؟ أسمي آدم و أنا من مدينة بوسطن.
بدرس العلاقات الدولية بجامعة بوسطن و
أنا متخصص بالشرق الأوسط. عيلتي ساكنة
قريب من هيدي المدينة و أخوي بيدرس
بذات الجامعة كنان.

بحب أرسم و أكتب و أقرا و أروح ع متاحف و
أدرس لغات تانية. ع فكرة، بفكر رح أشتغل
بالحكومة عشان بدي أساعد اللاجئين من
الشرق الأوسط. بس بالحقيقة مش عارف

10 essential elements of your identity in sentence formats and include a visual/image that best represents your profile. You must share the link to your networking site (Facebook, Instagram, Blog, etc.) with the Qasid community, and family and friends.

You might want to include the following in your post…

- Introduce yourself by stating your name, age, nationality, major, language, religion, gender, and any other information that helps the new community know you better.
- Say who your family members are, their ages and professions, and brief descriptions of them.
- Include information about what you like and don't like.
- You may also want to talk about your life at BU and why you have decided to go to Amman.
- Activities you like to do and when you do them, plus activities you dislike.
- Some impactful elements of your identity and a few of what others assume about you.
- Some assumptions you may have about people in Amman and if you have changed your mind, especially after reading about a few of them.
- Finally, film your self-introduction, including some descriptors of how others assume about your identity (1-2 minutes), and share it on your site you have created next to your post.

Rubrics: I will be using rubrics for the three modes of communication created by the Ohio Department of Education.

Interpretive Task Rubric : This rubric was designed by ACTFL

Appendix F   *Integrated Performance Assessment (IPA) Rubrics*

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/ listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/ practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/ practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/ products to perspectives is superficial or lacking.

Evidence of Strengths: Examples of Where You Could Improve:

Interpersonal Speaking Task Rubric:The single point one.

Interpersonal Speaking	Performance Rubric For student self-reflection, goal-setting or teacher feedback* on chapter or unit assessments and IPAs	NL NM NH IL IM IH AL Targeted performance level for this assessment.		
STRONG	GOOD	DEVELOPING	EMERGING	Low
What are my strengths?	**What can I do?**	**What are my goals?**		
	Comprehensibility *Was I understood?*			
	Vocabulary: I use a variety of appropriate vocabulary for this task.			
	Language Control: I am mostly accurate when I use structures, time frames and word order that we practiced.			
	Pronunciation: My pronunciation is mostly accurate. I try to use native sounds.			
	Fluency: I try to speak at a consistent rate.			
	Interaction *How well did I communicate?*			
	Content: I meet the communication goal, using details or authentic resource(s) for support.			
	NOVICE Interaction: I use sentences, phrases and words. I ask questions that I have practiced, to keep the conversation going. I clarify using gestures or different words.			
	INTERMEDIATE Interaction: I use strings of simple and connected sentences. I ask questions to continue the conversation. I clarify by rephrasing or giving more details.			
	Interculturality *Did I show intercultural understanding?*			
	Intercultural Competence: My language or behavior shows intercultural knowledge or understanding for this task *(cultural content, register, gestures, idiomatic expressions, daily life, intercultural similarities and differences).*	January 2017		

* Used in conjunction with Full Performance Rubric for Interpersonal Speaking.

* See Can-Do statements for performance level descriptors

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[Presentational Writing Task Rubric:](#)The single point one.

Presentational Writing	**Performance Rubric** For student self-reflection, goal-setting or teacher feedback* on chapter or unit assessments and IPAs	**NL NM NH IL IM IH AL** Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low

What are my strengths?	What can I do?	What are my goals?		
	Comprehensibility *Was I understood?*			
	Vocabulary: I use a variety of appropriate vocabulary for this task.			
	Language Control: I am mostly accurate when I use structures, time frames and word order that we practiced.			
	Mechanics: My spelling, capitalization, punctuation, accents or tone marks are mostly accurate.			
	Task Completion *What did I say?*			
	Content: I meet the communication goal. My content is relevant to this topic.			
	Details and Support: I use authentic resource(s) or several details to support my response.			
	Discourse Quality *How well did I communicate?*			
	Organization and Level of Language: My writing is organized and has good cohesion. My sentence complexity is appropriate for this level.			
	Impact: I keep my audience interested by originality, visuals, technology, content, writing style, humor, or emotions.			
	Interculturality *Did I show intercultural understanding?*			
	Intercultural Competence: My language shows intercultural knowledge or understanding for this task. *(cultural content, register, daily life, idiomatic expressions, intercultural similarities and differences).*			January 2017

* Used in conjunction with Full Performance Rubric for Presentational Writing.
* See Can-Do statements for performance level descriptors

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