



Appendix C. ICANADAPT Unit Sample

Viva la Vida

Health

Spanish



Intercultural Spiral Points

- @ Identifying healthy lunch across cultures with infographics and school meal plans.
- @ Selecting foods based on different dietary needs.
- @ Explaining changes in health practices for different communities with multimedia presentations.

Stage 1: What are the Desired Results?

Culture

Using a variety of culturally authentic materials and transfer tasks, students will examine lifestyle choices and healthy initiatives in the community.

Enduring Understandings	Essential Questions	Intercultural Transfer Targets	Mediation for Transfer
* Health practices and perspectives vary across	? How does the media affect our health and	● I can identify and compare health practices	● Bridge and exchange ideas on remedies

<p>cultures.</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>lifestyle?</p> <p>? To what extent does culture inform our health and wellness practices?</p> <p>? How do we talk about our health with others in my family and community?</p>	<p>and food products to people who may be unaware of them.</p> <p>● I can choose and design health conscious meal options with someone else's or the community needs in mind.</p>	<p>caseros and western medicine.</p> <ul style="list-style-type: none"> ● Identify visuals to explain concepts to others. ● Explain information on an infographic or chart to someone. ● Compare practices and community response to wellness.
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Stage 2: Determine Acceptable Evidence: Communication Intermediate Mid

Context for the Summative Performance Assessment		Summative Performance Assessment Task	
Viva la Vida is looking for episode content with a focus on healthy lifestyles.			
Interpretive (IN)	Interpersonal (IP)	Presentational (PR)	

<p>Students examine a variety of infographics and videos and commercials to categorize items with high sugar, salt, fat, and carbs. Students write 3 questions on foods.</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>Viva La Vida!</i> channel is focusing one week of programming on diabetes prevention. Create a multimedia presentation outlining healthy lifestyle choices in the community.</p>
<p>Interpretive Can Dos</p>	<p>Interpersonal Can Dos</p>	<p>Presentational Can Dos</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 come to a consensus on healthy choices to include in a presentation.</p> <p>I can choose proper foods with a partner depending on someone's dietary needs.</p> <p>I can ask questions on food choices with a partner.</p>	<p>I can make a presentation with facts and suggestions on a local and global health concern.</p> <p>I can report on community initiatives.</p> <p>I can compare food options in different communities.</p>

Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can...
<p>Students watch videos on three steps to a healthy lifestyle and Mexican school initiatives. On a chart, categorize the actions mentioned in the video. Write three questions for a partner.</p> <p>Using the chart, ask your partner about dietary choices.</p> <p>Use Voicethread/Flipgrid to offer</p>	<p>Interpretive</p> <p>Interpersonal</p> <p>Presentation</p> <p>al</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 initiatives and diet choices.</p>	<p>Gain or lose weight (N)</p> <p>Exercise (S), Drink water (S), Walk (S), Whole grains (S) Fried (N), Carbohydrates (S) Have to (S), Starch (N) harm (N), prohibit (N), junk food (N)</p>	<p>I can identify some common lifestyle habits and health concerns in other cultures to someone unfamiliar with them.</p> <p>I can compare food and lifestyle initiatives from different cultures in the media.</p>

tips for a healthy lifestyle.				I can describe lifestyle choices across cultures to others.
Use a Venn Diagram to compare foods served in your school and on the TL website. Write five questions about food sold in schools.	Interpretive	I can compare cafeteria food choices in my own and other countries.	Junk food (N), Artificial flavors (N), Salt (S), Fats (R), Fast Food (R), Sugary (N), Dairy products (R), Feel Hungry (N), Feel Full (N), processed (N), packaged (N), diabetes (N), Dietary (N), mandate (N)	I can identify school foods served in different countries to others and clarify details that may be new for someone else.
Come to consensus with your partner on what foods should not be served or sold.	Interpersonal	I can agree and disagree when planning school menus.		I can suggest healthy food choices for stores in my community.
Create a short video with an infographic on healthier choices	Presentational	I can create a presentation on		I can compare foods

for your school and community stores.		healthy v. junk foods.		sold and served in a target language community with my own experience.
Categorize on a chart the information on diabetes affecting indigenous people Mexico. Write three questions on this health concern.	Interpretive	I can identify and organize terms and issues on diabetes and its effect on particular groups.	Junk food (R) Sugary (R), Feel Hungry (R) diabetes (R) predispositioned (N) cause of death (N)	I can outline causes and effects of diabetes for different community groups.
With a partner, ask questions and come to consensus on steps to make people aware of the effects of sugary drinks.	Interpersonal	I can pose questions on health concerns.	alcoholism (S)	I can facilitate conversation when others agree and disagree on issues related to health practices.
	Presentational	I can decide and plan a course of action for		

<p>Create an infographic and brochure on diabetes in the indigenous communities.</p> <p>Compare this health concern with communities in your country.</p>		<p>awareness of the health crisis.</p> <p>I can develop materials directed toward teens on diabetes.</p>		<p>I can explain information to different community groups on a health issue and how it affects them.</p>
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