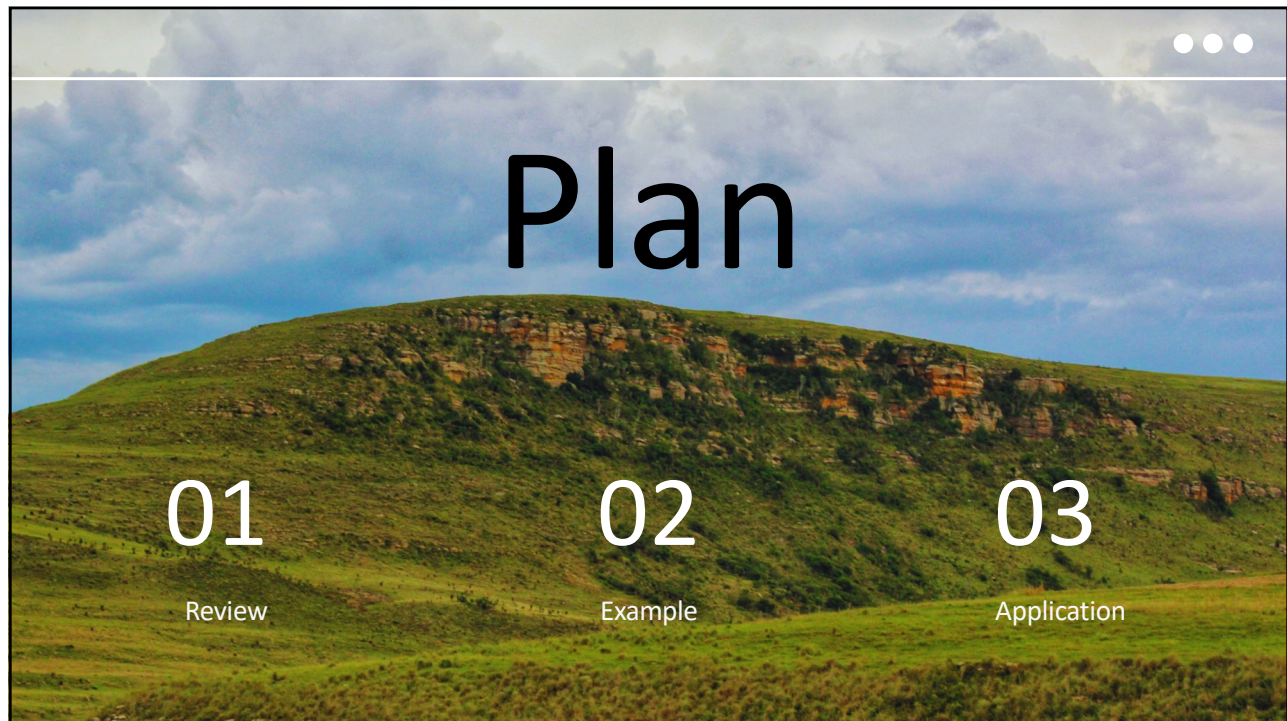


1



2

## Can-do Learning Targets

- I can explain why I teach for intercultural citizenship (ICit).
- I can identify the components of an ICit unit.
- I can design lesson plans that intentionally and systematically integrate ICit and target language objectives.

3

3



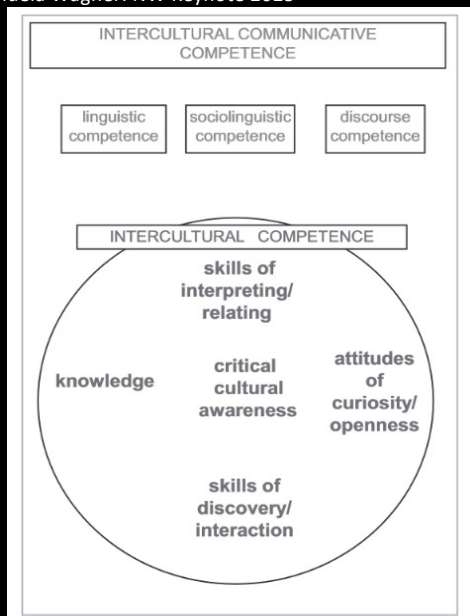
Experience of intercultural (democratic) citizenship can take place in many locations and on many occasions, and individuals may reflect and act together with people of other groups accordingly. The role of education is to anticipate and prepare people for such experience and to promote reflection, analysis and appropriate action.

"different one" by Marko\_K is licensed under CC BY-NC-SA

**(Byram, 2008, p. 187)**

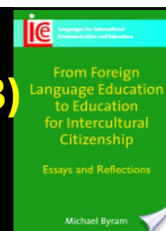
4

Manuela Wagner: NW Keynote 2025



Byram, 2021, 1997

## + Action = Intercultural Citizenship (Byram, 2008)



preparing students to act in a multicultural and international community with more than one set of cultural values, beliefs, and behaviors

adding the acquisition and implementation of skills of “active citizenship” or “political and civic engagement” (Barrett and Zani, 2015)

5

## INTELLECTUAL HUMILITY

Intellectual humility can be understood as involving the **owning of one's cognitive limitations**, a healthy **recognition of one's intellectual debts** to others, and **low concern for intellectual domination** and certain kinds of social status.

It is closely **allied with traits such as open-mindedness**, a sense of one's fallibility, and being responsive to reasons. Philosophers from Locke to Rawls have seen these traits as being crucial to the kind of meaningful public deliberation that we associate with democracy. Such deliberation is rational: it responds to reasons, not force or manipulation. (Humility and Conviction in Public Life, n.d., ¶ 1)

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# INTELLECTUAL HUMILITY

Intellectual humility is the recognition of one's cognitive limitations and the willingness to learn from others. It is a key component of emotional intelligence and is associated with better decision-making, not force or manipulation (Hendricks, 2011).

Do you think that the concept of IH can be helpful in education?  
If yes, how so?  
If not, why not?

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## The role of sports in Germany versus the USA

together with Fabiana Cardetti and Michael Byram



- Lincoln-Sudbury Regional HS
- Partner School visit (Vilshofen, Bavaria, Germany)

### Topics:

- Sports and Leisure (German)
- Wellness (Wellness program)

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## Intercultural Citizenship:

### KNOWLEDGE DISCOVERY

### INTERPRETING and RELATING

1) American students read information about sports in Germany.

German students read information about sports in America.

2) Homework Reflection:

- Does anything strike you as odd/weird?
- Which are the three things you found most interesting/surprising?
- Which of these interesting facts are specific to the culture (US American or German)?
- Can you identify one or two things that you would not find in your own context?

Prepare 2-3 questions in German that you will ask your German classmates to get more information about this.

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### PERFORMANCE INDICATORS

In my own and other cultures **I can** compare products related to everyday life and personal interests or studies.

In my own and other cultures **I can** compare practices related to everyday life and personal interests or studies.

1) American students read information about sports in Germany.

German students read information about America.

work Reflection:

- Does anything strike you as odd/weird?
- Which are the three things you found most interesting/surprising?
- Which of these interesting facts are specific to the culture (US American or German)?
- Can you identify one or two things that you would not find in your own country?

Prepare 2-3 questions in German that you will ask your German classmates to get more information about this.

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## Intercultural Citizenship:

### Discovery/ Interaction & Interpreting/ Relating

- 3) Students ask each other their prepared questions (treating the others as experts)  
4) complete/make a table with their own beliefs (hetero-stereotype/auto-stereotype)

About USA	about Germany
Americans are the best at all sports	Soccer is not a real sport/is boring
Baseball is boring	Germans are not good at baseball
Rock climbing is for boys	Rock climbing is for boys
There is no discrimination in sports	There is no discrimination in sports

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## Int Cit

### Dis Int & Int Re

#### NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

#### INVESTIGATE

In my own and other cultures I **can** make comparisons between products and practices to help me understand perspectives.

#### INTERACT

I **can** interact at a functional level in some familiar contexts.

There is no discrimination in sports

There is no discrimination in sports

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# Intercultural Citizenship:

## CRITICAL CULTURAL AWARENESS – ANALYSING AND CONCLUDING ABOUT 'THE OTHER'

### FAKTENDETEKTIVE

Confirm or disconfirm the statements on your tables by interviewing your German classmates. You need to make a conclusion based on your interviews (at least 5 students), and "facts" you read. Represent your information/data in a way that your conclusions can be understood from these representations.

Fakt 1: In Deutschland...	wahr	falsch	Meine Meinung?
Interview 1:			
Interview 2:			
Interview 3:			

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# Intercultural

### FAKTENDETEKTIVE

to confirm or disconfirm the statements on your tables by interviewing your German classmates. You

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	<b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	<b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017

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Interview 3:			
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INVESTIGATE	In my own and other cultures <b>/ can</b> tell why people think differently about entertainment, social media and literature.
INTERACT	<b>/ can</b> compare video game preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures <b>/ can</b> compare and contrast how people label nationalities and why they do so.
INTERACT	<b>/ can</b> work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes.
INVESTIGATE	In my own and other cultures <b>/ can</b> identify and compare the values that promote globalized products, such as efficiency and comfort.

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### Examples Linking Investigation and Interaction

INVESTIGATE	In my own and other cultures <b>/ can</b> compare how traditions and events influence sports and leisure activities.
INTERACT	<b>/ can</b> talk about similarities and differences between leisure activities with a peer from another culture.
INVESTIGATE	In my own and other cultures <b>/ can</b> tell why people think differently about sports and leisure activities.
INTERACT	<b>/ can</b> compare sports and leisure activities preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures <b>/ can</b> compare sports/leisure activities and education to determine what is valued.

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## Intercultural Citizenship:

### ACTION IN THE COMMUNITY



Students share what they learned during this activity with a group of students in their context that has not been part of this activity.

- Posters/webpages/brochures
  - the German group will present in Germany
  - In America: presentation to wider school community  
[invite students/community - with food!]

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## Unpacking Example - Reflection document

[https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos\\_Reflections%20Scenarios.pdf](https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf)

### Intercultural Communication and Reflection Sample Activities

INTERMEDIATE	Middle / High School
<b>Learning Target for Intercultural Communication</b>	<ul style="list-style-type: none"> <li>• <b>Investigate:</b> In my own and other cultures I can describe how attitudes toward informality and formality in relationships affect behavior and language.</li> <li>• <b>Interact:</b> I can use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.</li> </ul>

#### Intercultural Activities (in class, in the target language)

- Learner Discussion:**
- How does the level of formality between students and teachers in the USA compare to that of the target culture?
  - What might be some reasons for similarities or differences in formality in both cultures?
  - How much formality do you prefer with teachers? Why?
  - How do people use behavior and language to show their attitude toward another person in the USA? And in the target culture?

#### Reflections (at home, in English or the target language)

1. Describe how formal or informal are you with people in your life (parents, friends, teachers). How does your language or behavior change when interacting with these people?
2. How is this similar or different to teens in <target culture>?
3. Why do you think there are these similarities or differences?
4. How do you know what level of formality someone else expects?
5. Do you think American parents are too informal with their children?
6. Do you think teachers in the USA are too informal with their students?
7. What are the advantages and drawbacks to an informal teacher-student or parent-child relationship?
8. How does the level of formality between the student and teacher affect the classroom environment?
9. How does the level of formality between the parent and child affect the home environment?
10. What new insights about yourself and others have you gained from thinking about this?

#### Closing Activity (in class, in the target language)

- Essay topic: Pick one of the following topics:
- a) Choose one of your classes in which the teacher is either very formal with students or very informal with the students. Tell how this affects the atmosphere of the class, teacher-student interactions, and the behavior and language in the class. How does this level of formality affect your experience in the class? How might this be similar or different to a class in <target culture>?
  - b) Write from the point-of-view of an exchange student from <target culture> staying in the USA for a year. What might surprise her/him regarding the level of formality between American teens and their parents/teachers/other adults? How might s/he have to adjust her/his own behavior and language?

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## Unpacking Example - Reflection Tool

Sample Reflection for us as language educators:

1. What are the **roles** that sports play in the USA? (personal, educational, societal, etc.)
2. How is this **similar or different** in Germany? How do you know?
3. **Why** do you think there are these similarities or differences?
4. Which **issues** can you identify with sports/leisure activities in the US? And in Germany?
5. How do these issues affect the **cross-cultural perspectives**?
6. What underlying **values** do we place in sports in the USA? And in Germany?
7. How do these values influence **potential stereotypes**?
8. What **new insights** about yourself and others have you gained from thinking about this?

[https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos\\_Reflections%20Scenarios.pdf](https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf)

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Intellectual Humility (IH) is a concept that has been researched in Philosophy for a long time. In recent years, intellectual humility has also received attention in education. In essence, IH means “owning the limitations of one’s knowledge”.

Some characteristics of someone with IH

Some activities you can do in class:

*IH reduces both a person’s propensity to pretend to know something when he doesn’t and his confidently answering a question whether or not he knows the answer (think: “male answer syndrome”).*

K: What do you know?

W: What would you like to know?

L: What did you learn?

S: What are your sources?

K	W	L	S

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*IH increases a person's propensity to defer to others who don't have her intellectual limitations, in situations that call upon those limitations.*

Individually:

Make a mind map with which sub-topics are important to solve your problem/prepare your presentation.

Group work:

- Discuss your mind map with your colleagues in your group. Together, decide which topics your mind maps have in common.
- Together, add comments to each sub-topic.
- Now share which topics you feel you have knowledge of and which not.
- Now identify who can help with which topic and which topics still need to be covered. Together make a plan how to best use everyone's strengths to solve the problem/prepare the presentation.

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Reflection questions for after the activity

(when the problem is "solved"/the presentation is prepared):

Whole group:

- What was helpful about identifying what you know about the topic?
- How did you feel when you realised others knew more than you about a sub-topic?
- Did you learn more about what you know and what you still need to find out?  
How?
- How was it helpful to work in your team?
- Did you learn from your team?
- Do you feel differently about what the team can do and what you can do on your own?

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Your turn:

Group work in  
breakout rooms

Please consider your own context - or  
together choose a context:

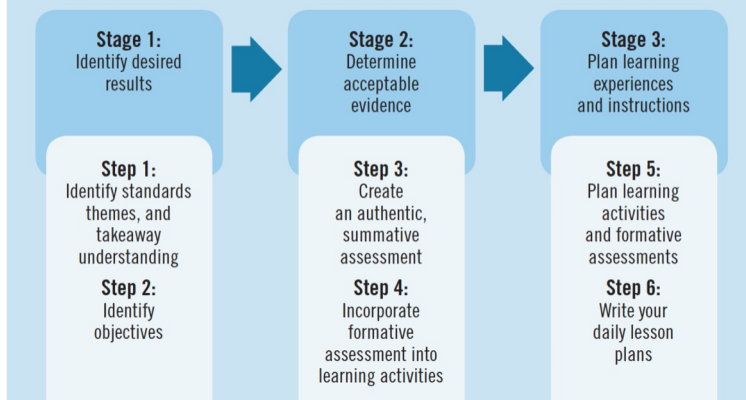
Language  
Topic/Theme  
Proficiency level  
Goals/Objectives

Can you apply one or more of the  
concepts/tools we discussed?

Intercultural Citizenship  
NCSSFL-ACTFL Can Dos  
Intellectual Humility

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**Figure 1.1:** Stages and Steps of Backward Design—adapted from Wiggins & McTighe (2005) and Glynn et al. (2014, p. 26)



Backward  
Design

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## Key Components

1. Preliminary Considerations
2. Theme for the Unit
3. Purpose and Learning Objectives
4. Assessment Plans
5. Core Activities
6. Discipline-specific Contributions

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## Will the students have opportunities to

- acquire new knowledge and understanding of products, perspectives and practices related to the current content/theme?
- discover for themselves the practices of people in other contexts?
- compare and contrast perspectives in different contexts on the issue in question?
- analyze and evaluate products and perspectives that influence practices and vice versa?
- take or plan informed action in their (local, national, or international) community?

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## Our proposal

- Be intentional and systematic but feel free to start small
- Team up with teachers (other language teachers and/or teachers of other subjects)
- Develop students' ICC and ICit in deep and meaningful ways
- Connect to the world beyond the classroom (the immediate community and beyond)
- Continue to ask how you can sustain your students' linguistic and cultural identities



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**Essential Question:** What are the relationships between interdisciplinary knowledge of natural disasters and the quality of life in our interconnected contemporary world?

- What were the effects of Hurricane Maria on Puerto Rico and the USA at the time the natural disaster occurred?
- What are the effects of Hurricane Maria on Puerto Rico and the USA to this day?

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Unit Goals—Intercultural Citizenship	
<b>What should learners know and be able to do by the end of the unit?</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>■ interpret and relate information about Hurricane Maria in specific regions in Puerto Rico to similar disasters in contemporary history;</li> <li>■ discover and interact with others in the TL to gain new knowledge and perspectives on the issue at hand;</li> <li>■ make judgments about how to deal with natural disasters based on specific evidence and different (cultural) perspectives (and understanding of their relationship with cultural products and practices);</li> <li>■ present pertinent information to an outside audience, thus contribute to solving a problem in a local, national, or international community (action component)</li> </ul> <p>Learners will acquire knowledge about:</p> <ul style="list-style-type: none"> <li>■ Hurricane Maria as an event of major societal as well as natural significance</li> <li>■ how people respond to natural disasters, and how responses vary in different cultural contexts</li> </ul>

Unit plan adapted from *Keys to Planning for Learning by Clementi and Terrill (2017)*

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Interpretive Mode	
Read, in groups, different news articles on Hurricane Maria, and prepare a summary for other groups who have not read the same materials, showcasing their understanding of a specific aspect of the hurricane that was introduced in the readings.	Watch, in groups, different videos on Hurricane Maria and prepare a summary for other groups, exposing their understanding and interpretation of what was suggested in the videos.
Analyze, in groups, different sets of statistics on Hurricane Maria, and prepare a visual presentation and interpretation for other groups, who have not analyzed the same statistics, illustrating their understanding of the data.	
Presentational Mode	Interpersonal Mode
Work in groups to design a multimedia presentation on the effects of Hurricane Maria on PR and the region, using the summaries from readings and videos, as well as representations of the data provided from different groups' interpretations above.	<p>(Teacher)-moderated meeting (of different classes or within the same class) in which students discuss possible action projects based on their findings on the effects of Hurricane Maria.</p> <p>At the Town Hall meeting, students interact with their audience in a Q and A session after their presentation.</p>

## Summative Assessment

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## Cultures

Standards	
<b>Cultures</b> (Sample Evidence)  Indicate the relationship between the product, practice, and perspective	<b>Relating Cultural Practices and Products to Perspectives</b>  <b>Product:</b> Hurricane Maria emergency housing and other products related to relief aid efforts <b>Practice:</b> Discourse in the media coverage <b>Perspective:</b> Analysis of the underlying values: acceptance of inevitability of natural disasters; value placed on human life and precaution

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## Connections

Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	For more detail, see above 'Inter-cultural Citizenship Connections with other Disciplines' <ul style="list-style-type: none"> <li>■ Mathematics</li> <li>■ Sciences</li> <li>■ Social Studies</li> <li>■ English Language Arts</li> <li>■ Arts</li> </ul>	<ul style="list-style-type: none"> <li>■ Differences in perspectives concerning disaster preparation in general and the effects of Hurricane Maria in specific</li> <li>■ Importance of investigating multiple viewpoints using a variety of skills, attitudes, and knowledge from various disciplines</li> </ul>

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## Comparisons

Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Analysis and use of terms in English and Spanish, e.g., whether 'safety' and 'security' have equivalent terms and the same connotations	Analysis of disaster preparation in Puerto Rico and the US (see Intercultural Citizenship Goals)

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## Communities

Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> <li>Engagement with community in investigation of status quo of effects of Hurricane Maria</li> <li>Presentation to local community analysis of comparable practices of disaster preparation in e.g., Mexico</li> </ul>	Learners take the role of teachers in educating their local community

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“ Students could plan a radio show in which they inform the public on the results of their investigation and invite the public to ask questions, or publish the results. ”

Pause to Ponder:  
What consequences does a connection (through a talk like the one described here) with a local, national, or international community have?

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“ This action component helps students to immediately link what they learn in school to their lives beyond the classroom walls. ”

Pause to Ponder:  
Do you think it is important for your students to make connection between what they learn in school and the world around them?

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## How will the lesson be:

- goal focused?
- learner-centered?
- brain-based?

## How will the lesson provide opportunities for:

- critical thinking and problem solving?
- creativity?
- collaboration?
- communication?
- assessment/feedback?

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## How is this lesson part of a unit that is:

- communicatively purposeful?
- culturally focused?
- intrinsically interesting?
- cognitively engaging?
- standards-based?

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## Overview of Timeline

### Week 1

- Assessment of related vocabulary and background knowledge related to unit (family, housing, weather, work, migration, etc.)
- Pre-assessment of perspectives on natural disasters
- Introduction of natural disasters (group work, and each group just checks in a little more detail)

### Week 2

- Introduction of eventual project;
- Hurricane Maria: Groups investigate different questions related to Hurricane Maria
- Start planning what information will be important to present
- Interview witnesses or friends and relatives of witnesses in the region

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### Week 3

- Continue investigation
- Based on their investigations and interviews, groups formulate a possible action plan relevant to their community/region
- Prepare presentation of findings

### Week 4

- Present findings to other groups
- Students write reports to summarize what they have learned
- Groups work on synthesis of information

### Week 5

- Invite participants, review logistics, obtain permissions (principal?), develop promotion plan
- Prepare handouts, pamphlets, posters, webpage and other promotional materials

### Week 6

- Prepare presentation: What are the effects still today of Hurricane Maria? (different groups present different parts)

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## Week 6

- Finalizing the presentation
- Presentations
- Townhall meeting

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## What is in between

- Plan backwards: What do students need to know and be able to do?
- Finding helpful resources
- Considerations concerning the use of language(s)
- Use of class time versus investigation outside
- Consulting with students to provide as much student agency as possible
- Promote connections to skills and knowledge from other areas (subjects and life experiences and interests)
- Foster collaboration

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## Week 1

1. Has your family experienced any emergency situations related to severe weather? If so, provide details to help explain what happened (Who? What? When? etc.).
2. Describe the types of extreme weather that are common in the region you live.
3. What are some of the measures your family uses to prepare for these types of situations?
4. Does your town prepare in the same way? Why or why not? What underlying considerations might come to play at the larger level?
5. Do you know of emergency situations related to severe weather in other regions, locally or globally? Explain.
6. Choose one of those and describe its impact on the region's migration movement, work force, health, etc. Were there consequences in other places? Which ones? For your own region? Explain.
7. What would you like to know about extreme weather in your region and around the world?

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### Week 1

- Assessment of related vocabulary and background knowledge related to unit (family, housing, weather, work, migration, etc.)
- Pre-assessment of perspectives on natural disasters
- Introduction of natural disasters (group work, and each group just checks in a little more detail)

Suggested resources specific to natural disasters:

- Resources to reactivate and introduce vocabulary related to natural disasters:
- A Quizlet set of vocabulary for natural disasters (<https://quizlet.com/18508325/spanish-natural-disasters-vocab-flash-cards/>)
- An online slideshow with vocabulary (<https://study.com/academy/lesson/spanish-terms-for-natural-disasters-emergencies.html>)
- Resources for pre-assessment: Video images of the aftermath of Hurricane Maria <https://www.sandiegouniontribune.com/opinion/the-conversation/sd-hurricane-maria-puerto-rico-20170920-htmlstory.html>

## Week 1

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#### Appendix 4.3: Chart for interpretation/comparison across groups to guide synthesis report

	Uno de los desastres naturales que ocurrió en nuestra localidad fue...	Este desastre se parece al de nuestro grupo porque...	Lo más impresionante de este desastre fue... Esto me impresionó porque....
<b>Report 1</b>	Nombre del desastre: Lugar más afectado: Fecha:	Fijate en los elementos característicos: agua, vientos, fuego, tierra. Encuentras alguna similitud en el plan de preparación? Compara el área total afectada en relación al estado y al país	
<b>Sample answers</b>	<ul style="list-style-type: none"> <li>Huracan Irene</li> <li>East Haven</li> <li>August, 2012</li> </ul> actfl.org	Este huracán también tuvo vientos fuertes; Las personas también protegieron sus ventanas con maderas; los daños también costaron más de \$1 millón	Casi todo el estado de Connecticut perdió luz. Esto me impresionó porque TODOS fuimos afectados con este desastre.

## Tool for scaffolding activities

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Toolbox	
Can-Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of the impact of Hurricane Maria on different areas of concern for Puerto Rico, other countries, the U.S., and my own community.</li> <li>I can interpret information about the different ways in which Hurricane Maria has impacted other countries, the U.S., and my own community.</li> <li>I can analyze different sources of information to better understand the effects of Hurricane Maria.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>I can describe experiences and events related to Hurricane Maria using a range of conduits: visual and/or oral presentations.</li> <li>I can make others aware of the impact of Hurricane Maria on PR and my community.</li> <li>I can express and support recommendations for disaster preparation and recovery efforts in my and in my partners' community.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>I can ask and answer questions about natural disasters.</li> <li>I can discuss action items to address effects of Hurricane Maria.</li> </ul>

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Compare and contrast effects of HM	<i>María afectó un área más grande que la afectada por huracán Harvey en Texas pero menos que la zona afectada por...</i>	<i>comparaciones (comparisons)</i> <i>porcentajes (percentages)</i> <i>incremento/disminución (increase/decrease)</i>
Analyze numbers related to HM	<i>Los porcentajes de mortalidad ocasionados por María en Puerto Rico sobrepasan los valores de...</i>	<i>estadísticas (statistics)</i> <i>gráfico circular (pie chart)</i> <i>gráfico de barras (bar graph)</i>
Evaluate possible action items related to addressing the effects of HM	<i>Proponemos preparar a nuestra comunidad para la potencial inmigración de gente necesitada haciendo...</i>	<i>velocidad de cambio (rate of change)</i> <i>diferencia (differences)</i>
Interpret written text and oral information about natural disasters and HM	<i>Cuando las noticias hablan del impacto en la salud que María tuvo, se refieren a...</i>	<i>impacto social (social impact)</i> <i>impacto económico (economic impact)</i>
Summarize important facts about the effects of HM	<i>Podemos resumir estos datos de la siguiente forma...</i>	<i>clases sociales/económicas (social/economic classes)</i>
Ask and answer questions about action items addressing effects of HM	<i>Cuál fue el índice de mortalidad del huracán?</i>	<i>derechos humanos (human rights)</i>
Express invitation to community members to attend the Community Event.	<i>Invitamos a los miembros de nuestro pueblo a participar</i>	

## Sample Language Functions

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Key Learning Activities/Formative Assessments		
<i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/ Formative Assessment (Sample activities are listed from the beginning to the end of the unit.)	How does this activity support the unit goals or performance tasks?	Mode of Communication
Exploration of disasters in one area (Video, interviews)	<ul style="list-style-type: none"> <li>Students acquire the knowledge related to natural disasters in general, and Hurricane Maria in specific.</li> <li>Exposure to various perspectives (open-mindedness, tolerance of ambiguity)</li> <li>Students interpret information from another culture and relate it to their own</li> </ul>	interpretive (and interpersonal and presentational if done in group work)
Preparation of presentation of assigned/chosen natural disaster to other groups	<ul style="list-style-type: none"> <li>Students analyze (using language, mathematics, social studies knowledge and skills), mediate, discover and interact</li> </ul>	interpretive, interpersonal, presentational

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Preparation of presentation of assigned/chosen aspect to other groups	<ul style="list-style-type: none"> <li>Students analyze (using language, mathematics, social studies knowledge and skills), mediate, discover and interact,</li> </ul>	interpretive, interpersonal, presentational
Presentation of assigned/chosen aspects to the groups	<ul style="list-style-type: none"> <li>Students learn important presentation and communication skills</li> </ul>	interpersonal, presentational
Plan Community Event (invitations, advertising, logistics)	<ul style="list-style-type: none"> <li>Students learn important skills for reaching out to the community and different ways in which to attract different audiences</li> </ul>	interpretive, interpersonal, presentational
Community Event: Presentation of findings	<ul style="list-style-type: none"> <li>Students learn important presentation and communication skills to address an audience outside of the classroom environment and to argue for their proposed action plans</li> </ul>	presentational (and interpersonal in Q&A)

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Community Event: Discussion of action items	<ul style="list-style-type: none"> <li>Mediate between different members of the audience; help present and synthesize the meaning of suggestions made by the audience and by classmates; apply critical cultural awareness to judge events based on specific criteria.</li> <li>This represents an action item for Intercultural Citizenship and at the same time creates opportunities for additional Intercultural Citizenship through projects that follow up on this discussion.</li> </ul>	interpersonal
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Resources	Technology Integration
<ul style="list-style-type: none"> <li>Resources to reactivate and introduce vocabulary related to natural disasters: a Quizlet set of vocabulary for natural disasters: (<a href="https://quizlet.com/18508325/spanish-natural-disasters-vocab-flash-cards/">https://quizlet.com/18508325/spanish-natural-disasters-vocab-flash-cards/</a>) or an online slideshow with vocabulary (<a href="https://study.com/academy/lesson/spanish-terms-for-natural-disasters-emergencies.html">https://study.com/academy/lesson/spanish-terms-for-natural-disasters-emergencies.html</a>)</li> <li>Resources for pre-assessment: Video images of the aftermath of Hurricane Maria <a href="https://www.youtube.com/watch?v=w6PGXj-sE">https://www.youtube.com/watch?v=w6PGXj-sE</a></li> <li>Resources with general information about natural disasters in Spanish to guide the group work: <a href="http://www.geoenciclopedia.com/desastres-naturales/">http://www.geoenciclopedia.com/desastres-naturales/</a></li> <li>See also Appendix 4.2: Activity and guiding questions for group work</li> <li>News article showcasing Hurricane Maria in numbers and pictures <a href="https://www.univision.com/puerto-rico/wlii/noticias/huracan-maria/en-numeros-oficiales-y-fotos-asi-la-recuperacion-de-puerto-rico-a-un-mes-de-maria-segun-el-gobierno-fotos">https://www.univision.com/puerto-rico/wlii/noticias/huracan-maria/en-numeros-oficiales-y-fotos-asi-la-recuperacion-de-puerto-rico-a-un-mes-de-maria-segun-el-gobierno-fotos</a></li> <li>Impact of Hurricane Maria on housing: <a href="https://www.elnuevodia.com/noticias/locales/nota/elhuracanmariadestruyo7000vividasenpuertorico-2374555/">https://www.elnuevodia.com/noticias/locales/nota/elhuracanmariadestruyo7000vividasenpuertorico-2374555/</a></li> <li>Effects of Hurricane Maria on labor market: <a href="https://www.elnuevodia.com/negocios/economia/nota/elhuracanmariaprovocounacatastrofeenelmercadolaboral-2374303/">https://www.elnuevodia.com/negocios/economia/nota/elhuracanmariaprovocounacatastrofeenelmercadolaboral-2374303/</a></li> <li>Video in Spanish illustrating/modelling how to use the data in meaningful ways: <a href="https://www.youtube.com/watch?v=hbJMP-hQgQ">https://www.youtube.com/watch?v=hbJMP-hQgQ</a></li> <li>Federal information about preparation plans for hurricanes and other disasters, recovery assistance, and volunteer opportunities: <a href="https://www.fema.gov/es">https://www.fema.gov/es</a></li> <li>Spanish material from FEMA on preparation plans: <a href="https://www.fema.gov/media-library/assets/documents/93453">https://www.fema.gov/media-library/assets/documents/93453</a></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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Intercultural Citizenship Connections with Other Disciplines
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Analyze and interpret information using quantitative reasoning (reasoning that requires the use of mathematics in authentic situations, including socio-political, where estimation and knowledge from other disciplines might be crucial) to understand the phenomenon and support claims</li> <li>Use relative thinking to compare across data</li> <li>Create viable mathematical arguments drawn from evidence</li> <li>Use mathematical representations in meaningful ways to support argument</li> <li>Interpret and/or apply statistical data and representations in meaningful ways to support arguments</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (NGSS: HS-ESS3-1)</li> <li>Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations. (NGSS: HS-ESS3-4)</li> </ul>

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**Social Studies**

- Understand how human beings create, learn, share, and adapt to culture
- Appreciate the role of culture in shaping their lives and society, as well as those of others
- Develop their perspectives of the world
- Understand where people, places, and resources are located and why they are there, and explore the relationship between human beings and the environment
- Understand the increasingly important and diverse global connections among world societies
- Learn about the rights and responsibilities of citizens of a democracy, and appreciate the importance of active citizenship

**Other disciplines**

- We focus on the three disciplines listed above, but strong connections can be drawn to specific standards in other disciplines, such as English Language Arts, Unified Arts, Geography, History, Political Science.

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## Community

Community	
<ul style="list-style-type: none"> <li>■ participate in efforts to handle the effects of a natural disaster in our own community</li> </ul>	<ul style="list-style-type: none"> <li>■ understand the effects that a natural disaster locally or elsewhere has in their own community: immigration, economical, health, energy resources, human resources</li> </ul>
<ul style="list-style-type: none"> <li>■ participate in efforts to improve preparation plans based on lessons learned from the impact of recent disasters in the community and in other countries</li> </ul>	<ul style="list-style-type: none"> <li>■ analyze existing preparation plans</li> </ul>
	raise awareness of the impact disasters have in own community

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