

UNIT OVERVIEW: Travel

World Language

STAGE ONE: Identify Desired Results

Established Goals/Standards	Long-Term Transfer Goals	
	ACTFL Standards	<i>At the end of the Travel unit, students will use what they have learned to independently</i>
	S1.1, 1.2, 1.3	- Communicate in the target language, in various situations, about their traveling experiences and the traveling experiences of others. <i>Be aware and understanding of cultures different than their own</i>
	2.1, 2.2	
	3.2	
	4.1, 4.2	
	Meaning	
	Enduring Understandings	Essential Questions
	<i>Students will understand that</i> - Traveling and Holiday vacations vary around the world and by culture. - Language follows patterns that are often messy and unpredictable. - Studying another culture offers insight into our own. - Language learning involves acquiring strategies to fill communication gaps. - Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.	<i>Students will consider such questions as...</i> How can I use new vocabulary to communicate in the target language? How does culture influence values, beliefs and practices in regards to travel activities? How can I survive and thrive using the target language in and outside of the classroom? How will recognizing grammatical patterns help me with language acquisition? How do the travel practices and perspectives of other cultures compare to my own?
	Acquisition	
	What knowledge will students learn as part of this unit?	What skills will students learn as part of this unit?
	- Students will learn vocabulary and useful phrases for providing and obtaining information on: - Forms of transportation - Common cities/countries - World Geography - Vacation activities - Tourist Attractions - Timetables and Fare - Students will acquire syntax strategies such as: - Regular and Irregular Past Tense Verbs - Students will learn about the travel practices of people from the Target Culture and compare them to their own.	- Students will apply travel vocabulary in order to provide and obtain information. - Students will use knowledge of syntax to communicate both expressively and receptively. - Students will gain an understanding of other cultures' travel practices.

STAGE TWO: Determine Acceptable Evidence

	Assessment Evidence
Criteria to assess understanding: Teacher created rubrics based on NYS Assessments.	Performance Task focused on Transfer: Travel Brochure: In this performance task, scholars are becoming experts on a city/community from the Target Culture. You will highlight key at least 5 key attractions in the target language and 3 activities in the TL that you can do at each location. Scholars will write a paragraph in the target language describing their last visit to this location and recommend whether or not others should travel to this location. <i>This performance task centers on ACTFL Standards 1.1, 1.2, 1.3</i> NYS Writing Rubric Teacher Created Rubric Other Assessment Evidence: Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences					
Lessons 1-3: A, M Lessons 4-5: A, M Lessons 6-7: M,T Lesson 8: A, M, T	Learning Events:					Evidence of learning: <i>(formative assessment)</i> Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-7 Quizzes Project (Lesson 6-7) Unit Test (Lesson 8)
	Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.					
	TRANSPORTATION	CAR	BUS	BICYCLE	BOAT	
	AIRPLANE	FLY	DRIVE	MOTORCYCLE	TRAIN	
	SUBWAY	VACATION	HOTEL	CAMP	BEACH	
	CITY	STATE	MOUNTAIN	PACK	MONEY	
	CLOTHES	SUITCASE	AIRPORT	SUNSCREEN	TOOTHBRUSH	
	TO SEE	STADIUM	PASSPORT	LICENSE	MUSEUM	
	LAKE	PHONE	CAMERA	SIGHT-SEE	ARRIVE	
	STAY	BRING	PACK	PLAN	VISIT	
	SEA	LEAVE	TRAVEL	FLIGHT	RIVER	
	OCEAN	COUNTRY	ZOO	THEATER	TO REST	
	TO SUNBATHE	TO GO BOATING	TO LEARN	TO REST	COMMUNITY	
	Lessons 3: Scholars are using vocabulary in context and learning how to use the verbs “to play” and “to go”. Scholars are learning grammatical strategies to describe where they will be going and what they will be doing.					
	Lesson 4-5:					
6-7: Scholars create a Story Board highlighting 7 different leisure activities.						
Lesson 5: Scholars will review material and then take unit exam.						