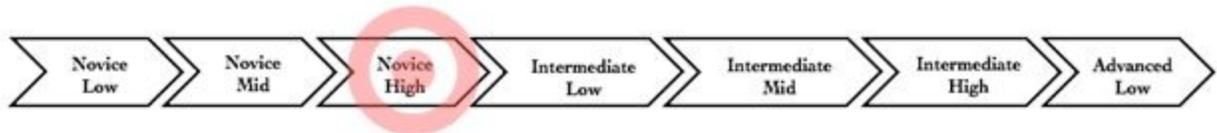




World Languages

Travel the World

UNIT 4 Overview: WHAT WOULD IT BE LIKE TO TRAVEL THE WORLD?



PERFORMANCE CONTINUUM (Level 1A)

NOVICE LOW	NOVICE MID	NOVICE HIGH
BELOW EXPECTATIONS	LOWEST ACCEPTABLE PERFORMANCE	TEACH TO...
Approaching Expectations I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Exceeding Expectations I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can handle short social interactions in everyday situations by asking and answering simple questions

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT TRAVELING ABROAD.

SUMMATIVE ASSESSMENTS

Since you've been studying Spanish/French/Mandarin all year, your parents have agreed to take you on a trip over the summer so you can practice your language skills! Even better, they are letting you choose the country to visit and have asked you to help plan what you'll do while you're there. First, you need to review all the different countries where Spanish/French/Mandarin is spoken and decide where you'll visit and some fun points of interest. You'll also look at how to navigate the airport and other logistical items, as well as what types of activities you can do while you're abroad. Then, you'll practice discussing your travel plans with a partner in class. Finally, you'll put together a detailed plan for your trip, highlighting some of the places you'll go and what you'll do while you're there.

Interpretive	Interpersonal	Presentational
You will read about and listen to people making travel plans and discussing their trip abroad and complete the comprehension guides.	You will have a conversation with a classmate about your upcoming trip and what you will do while you're there.	You will prepare a travel program that includes information on where you will be going during your trip, which sites you will see, and what you will do while you're there.

ADVANCED PLACEMENT ALIGNED THEMES

Contemporary Life; Global Challenges



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Unit 4: WHAT WOULD IT BE LIKE TO TRAVEL THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT TRAVELING ABROAD.

PERFORMANCE OBJECTIVE 4.1: I can talk about countries I am going to visit while on a trip.

PERFORMANCE INDICATOR 4.1A: I can identify countries where the target language is spoken, say the nationalities of people from those countries, say which countries I am going to travel to on an upcoming trip, and ask others for the same information.

	Learning Targets What will learners be able to do?	Language Chunks & Vocabulary What will learners need to know or understand?	Check for Understanding How will learners demonstrate what they can do with what they know?		
	INPUT: Interpretive Reading/Listening	<ul style="list-style-type: none"> • He is from Europe. He is european. • I am going to go to Europe this summer. • We are going to travel to many countries during our trip. 	<ul style="list-style-type: none"> • Names of French/ Spanish/ Mandarin-speaking countries • Nationalities • The verb <i>to travel</i> • The verb <i>to go</i> + infinitive (review from last unit) • Review adjective endings 	Listening check	
				OUTPUT: Interpersonal and/or Presentational	<ul style="list-style-type: none"> • What country are you from? • What is your nationality? • Where are you going to travel to on your trip?
	I can understand names of countries, different nationalities, and places someone is going to on a trip based on what I hear.				
	I can understand names of countries, different nationalities, and places someone is going to on a trip based on what I read.				Presentational speaking check
	I can write which countries I am going on a trip, as well as what the nationalities of people from those countries are.				Interpersonal speaking check
	I can present orally which countries I am going on a trip, as well as what the nationalities of people from those countries are.				
I can ask and respond to basic questions about which countries I am going on a trip, as well as what the nationalities of people from those countries are.					

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will look at maps featuring countries where the target language is spoken, nationalities of people from those countries, and descriptions of where someone is going to travel to on a trip.	You will have a conversation with a partner in which you ask about which countries each of you are going to travel to on a trip and what the nationalities of people from those countries are.	You will present yourself and one other student to the class sharing which countries each of you are going to travel to on a trip and what the nationalities of people from those countries are.



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Unit 4: WHAT WOULD IT BE LIKE TO TRAVEL THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT TRAVELING ABROAD.

PERFORMANCE OBJECTIVE 4.2: I can talk about how to navigate the airport during my trip.

PERFORMANCE INDICATOR 4.1A: I can describe what I do to get ready for a trip, describe what happens when I go to the airport, and ask others for the same information.

	Learning Targets What will learners be able to do?	Language Chunks & Vocabulary What will learners need to know or understand?		Check for Understanding How will learners demonstrate what they can do with what they know?	
	INPUT: Interpretive Reading/Listening	I can understand what is happening at an airport and what someone is doing to prepare for their trip based on what I hear.	<ul style="list-style-type: none"> Before I go to the airport, I pack my bags and exchange money. At the airport, I wait in line to check my bags. Then, I go through security. I bring my ID card and my ticket. 	<ul style="list-style-type: none"> Travel related vocabulary: places at an airport, to pack, to travel, to exchange money, etc. Order words (i.e. first, then, next, finally, etc.) Review present-tense verbs (i.e. to travel, to wait in line, to wait, etc.) 	Listening check
		I can understand what is happening at an airport and what someone is doing to prepare for their trip based on what I read.			Reading check
	OUTPUT: Interpersonal and/or Presentational	I can write about what I need to do to prepare for my trip and what will happen when I get to the airport.			Writing prompt
		I can present orally what I need to do to prepare for my trip and what will happen when I get to the airport.	Presentational speaking check		
		I can ask and respond to basic questions about what I need to do to prepare for my trip and what will happen when I get to the airport.	Interpersonal speaking check		

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people talking about preparing for an upcoming trip and what they do when they get to the airport.	You will have a conversation with a partner in which you talk about preparing for an upcoming trip and what you do when you get to the airport.	You will present yourself and one other student to the class sharing how you are preparing for an upcoming trip and what you do when you get to the airport.



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Unit 4: WHAT WOULD IT BE LIKE TO TRAVEL THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT TRAVELING ABROAD.

PERFORMANCE OBJECTIVE 4.3: I can talk about activities I am going to do on my trip.

PERFORMANCE INDICATOR 4.3A I can discuss what activities are going to happen on a trip, which sites are going to be visited, what types of transportation are going to be used, and ask others for the same information.

	Learning Targets What will learners be able to do?	Language Chunks & Vocabulary What will learners need to know or understand?		Check for Understanding How will learners demonstrate what they can do with what they know?	
	INPUT: Interpretive Reading/Listening	I can identify what someone is going to do on an upcoming trip and how they will get around based on what I hear.	<ul style="list-style-type: none"> On my trip, I am going to a museum and the downtown center. We are going to take the metro during our trip. 	<ul style="list-style-type: none"> Travel-related activities, places, and modes of transportation (i.e. museum, zoo, to take a taxi, to take the metro, etc.) 	Listening check
		I can identify what someone is going to do on an upcoming trip and how they will get around based on what I read.			Reading check
	OUTPUT: Interpersonal and/or Presentational	I can write a short description of what I am going to do on an upcoming trip and how I am going to get around.			
		I can present orally what I am going to do on an upcoming trip and how I am going to get around.	<ul style="list-style-type: none"> What are you going to do on your trip? What tourist sites are you going to visit? How are you going to get around while you're on your trip? 	Presentational speaking check	
		I can ask and respond to basic questions about what I am going to do on an upcoming trip and how I am going to get around.		Interpersonal speaking check	

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people and note what they are going to do on an upcoming trip and how they are going to get around.	You will have a conversation with a partner in which you talk about what you are going to do on an upcoming trip and how you are going to get around.	You will present yourself and one other student sharing what you are going to do on an upcoming trip and how you are going to get around.