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| Unit Plan Context | |
| Language / Course: Any Language / Grade 8 | Length of Unit: 6 weeks |
| Proficiency Checkpoint and Proficiency Target:  From Checkpoint A - Novice High to Checkpoint B - Intermediate Low | |
| Meaningful Unit Title:  Places of Importance | |
| NYS World Language Anchor Theme:  B. Contemporary Life | NYS World Language Anchor Topic:  B. Communities & Neighborhood |
| Integrated NYS World Language Topics:  C. Physical Environment, Climate, Weather, & Geography C. The Arts B. Travel | |
| Brief Unit Overview: This unit begins with students **identifying** and **locating** places in their community they believe are important, **describing** characteristics of the locations, and **listing simple reasons** for why they believe they are important. Students **introduce** important places in their community to visitors by **describing** them and **presenting simple reasons** for their importance in a presentational task.  The unit continues with students **identifying** and **locating** important places in the U.S., **describing** their characteristics, and **listing simple reasons** for their importance. Students then **interpret** authentic resources to **identify, locate,** and **describe** characteristics of cultural heritage sites in target cultures, and **list simple reasons** for their importance. Students **compare** target culture cultural heritage sites with places of importance in their own culture.  Students **express preferences** **with simple reasons** for which cultural heritage site(s) to travel to and **identify** elements of a travel itinerary (e.g., time of year, dates, days, times, transportation, lodging). | |
| Inquiry Question(s): What makes a place important? | |

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| Standards and Functions | Unit-Level Can-Do Statements | Acceptable Evidence |
| 1. Interpretive Communication   [understand, interpret, analyze] | I can **identify** basic information about and characteristics of cultural heritage sites  I can **identify** information necessary for planning a trip to a cultural heritage site | * By answering questions and completing a graphic organizer using information found in authentic resources * By completing a graphic organizer using information found in authentic resources |
| 1. Interpersonal Communication   [exchange information, express feelings, express preferences, express opinions] | I can **express opinions with simple reasons** about why places in my community are important  I can **express preferences** **with simple reasons** for which cultural heritage site(s) to travel to | * By having short conversations with classmates * By conversing with classmates in a gallery walk * By having a conversation with a partner |
| 1. Presentational Communication   [describe, inform, narrate, explain, persuade] | I can **identify** and **locate** places of importance in my community and in the U.S.  I can **describe** characteristics of places of importance in my community and in the U.S. and target culture cultural heritage sites.  I can **list reasons** for the importance of a place  I can **plan** a trip to a cultural heritage site | * By creating a map of important places in my community * By listing places of importance in the U.S. with their locations in a graphic organizer * By creating a visitor brochure for the local tourism association * By classifying places of importance and cultural heritage sites into categories (e.g., natural, human-made, artistic) * By listing criteria of what makes a place important in a graphic organizer * By creating a travel itinerary |
| 1. Cultural Practices & Products   [identify, describe, explain] | I can **identify** the importance of cultural heritage sites | * By answering questions and completing a graphic organizer using information found in authentic resources |
| 1. Cultural Comparisons   [compare] | I can **compare** target culture cultural heritage sites with important places in the U.S. | * By completing a Venn Diagram |

Resource: [NYS Learning Standards for World Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2-1-pager-11x17.pdf)

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| Summative Performance Tasks | | |
| Interpretive Task | Interpersonal Task | Presentational Task |
| Task 1: You will interpret authentic resources about a selected cultural heritage site and travel to that site. As you do so, you will gather information on a graphic organizer in preparation for planning a trip to the cultural heritage site. | Task 3: Exchange information about your travel itinerary with a partner. Express opinions about each other’s selected cultural heritage site destination. Express preferences for which cultural heritage site to visit with simple reasons. | Task 2: Using information gathered from the authentic resources and documented on your graphic organizer, create a travel itinerary that (a) names the cultural heritage site destination; (b) identifies its location; (c) includes photos; (d) identifies means of travel, dates of travel, and day-by-day activities at the site. |

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| Language Toolbox | | |
| Key Language Functions | Supporting Language Structures | Supporting Vocabulary |
| **Identify** places  **Locate** places  **Describe** characteristics  **Identify** / **list** reasons for importance  **Express opinions with simple reasons** about…important  **Express preferences** **with simple reasons**  **Plan** a trip  **Compare** places | What is it / are they called?  It is / They are called\_\_\_  Where is it / are they?  It is / They are located in \_\_\_  (near, next to)  What is it / are they like?  It is / They are  It is / They are made of  It is / They are \_\_\_ years old  It has / They have  Why is it / are they important?  It is / They are important because \_\_\_ (+ characteristics)  Why do you think it is / they are important?  I think that it is / they are important because \_\_\_  Why do you prefer to travel to \_\_\_?  I prefer to travel to \_\_\_because\_\_\_  Where are you going?  How are you going?  When are you going?  What are you going to do?  I am going to\_\_\_  It is (not) / They are (not)  It has / They have  It doesn’t have / They don’t have  but | * community, neighborhood, patrimony, site * places in a community * natural features\* * architectural sites\*   \*associated with cultural heritage sites to be studied   * city, state, country * target culture countries * prepositions of place * cultural, natural, historical, religious, mysterious, traditional, endangered, ancient * adjectives of size and appearance * preservation, conservation * culture, age, history, tradition * to go, to travel, to visit, to see * means of travel * Seasons, days of the week, dates, time of day |

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| Resources and Materials |
| Authentic Resources |
| Arabic   * Article: "18 Arab Countries on the UNESCO World Heritage List"/بالصور.. 18 دولة عربية في قائمة اليونسكو للتراث العالمي - <https://al-ain.com/article/sites-heritage-unesco-arabs> * Video: "A Tour of the World Cup Stadiums in the State of Qatar"/جولة ممتعة في الملاعب المونديالية في دولة قطر -  <https://www.youtube.com/watch?v=e8no7yNYXls> * Infographic: "The Most Visited Tourist Attractions in the World"/أبرز المعالم السياحية الاكثر زيارة في العالم -  <https://www.pinterest.com/pin/410953534746850362/> * Website: The National Museum of Egyptian Civilizations -  <https://nmec.gov.eg/ar/>   Chinese   * Maps: “The Great Wall of China” (China): <https://www.china-mike.com/china-travel-tips/tourist-maps/great-wall-china-2/> * Ad: “Mogao Grottos” (China): <https://pngtree.com/freepng/dunhuang-mogao-grottoes-brown-simple-poster_6912183.html> * Entrance ticket: “Ming Tombs” (China): <http://2.bp.blogspot.com/-YDmoChm1wxU/UZyp7Pr-78I/AAAAAAAAErE/rG3AwYMIK_Q/s1600/IMG_0298.JPG>   French   * Video: “*C'est quoi le patrimoine? ” 1jour1question*: <https://www.1jour1actu.com/culture/cest-quoi-le-patrimoine> * Interactive Map of UNESCO sites in French: <https://whc.unesco.org/fr/carte-interactive/> * Infographic/Map - "*Les 31 biens inscrits sur la liste du patrimoine mondial de l'UNESCO*" <https://twitter.com/visactu/status/752137493970034688> * Bar Graph : "*Les pays avec le plus de sites inscrits à l'UNESCO*" <https://fr.statista.com/infographie/11463/pays-avec-le-plus-de-sites-inscrits-au-patrimoine-mondial-unesco/> * Infographic : "*L'impact du tourism de masse sue le patrimoine culturel mondial classé à l'UNESCO*" <https://cafe-geo.net/limpact-du-tourisme-de-masse-sur-les-sites-unesco/> * Infographic : "*Francophonie: la langue français dans le monde*" <https://www.facebook.com/jesuisfrancophone/photos/1245115792353875> * Video and Resources : "*Ensemble: hymne à la francophonie*" <https://www.ensemble-francophonie.org/>  Video: “*Sénégal. Le Lac Rose: les secrets d’une étendue d’eau unique en son genre*” (Senegal): <https://www.youtube.com/watch?v=1DrkYU-bvec>  * Map: “*Plan du Cimetière du* Père Lachaise” (France): <https://map-of-paris.com/monuments-maps/p%C3%A8re-lachaise-cemetery-map#&gid=1&pid=1> * Video: “*Balade en réalité virtuelle dans le Vieux-Québec*” (Canada): <https://www.youtube.com/watch?v=9nB5CTqBaK8> * Infographic: "*La grotte Chauvet*" (France) : <https://twitter.com/Jeff_Dup/status/478429435407114240/photo/1>   German   * Interactive Map: “*Welterbe in Deutschland*” (Germany): * <https://welterbedeutschland.de/deutschlandkarte-mit-allen-46-unesco-welterbestaetten/> * Map: "*Welterbe in Deutschland*" (Germany):   <https://www.wissenschaft.de/rubriken/deutschlandkarten/welterbe-in-deutschland-2/>   * Graph: "*Länder mit den meisten Welterbestätten*“ (Germany): <https://www.deutschlandfunk.de/unesco-welterbe-die-reichen-erfahrenen-laender-sind-im-100.html> * Timetable: “*Schönbrunner Panoramabahn*” (Austria): <https://commons.wikimedia.org/wiki/File:Timetable_Sch%C3%B6nbrunner_Panoramabahn.jpg>   Italian   * Virtual tour and map: “*Appia Antica-Un patrimonio inestimabile*” (Italy): <https://www.beniculturalionline.it/location-421_Parco-dell%27Appia-Antica---Virtual-Tour-360%C2%B0.php> * Map/infographic: “*Italia: I Patrimoni UNESCO*” (Italy): <https://www.ttgitalia.com/stories/ultime_notizie/94691_record_siti_unesco_in_italia_ecco_la_mappa/>   Japanese:   * Wordless video: “Great Buddha of Kamakura Daibutsu at Kōtoku-in in Kamakura, Japan” (Japan): <https://www.youtube.com/watch?v=RHK-6Fk8ivI>   Latin:   * Photo of stone inscription on the Roman Coliseum (Italy): <https://commons.wikimedia.org/wiki/File:Rome_Colosseum_inscription_2.jpg> * Photo of stone inscription “The Genius of Colonia Tarraco” (Spain): <https://www.mnat.cat/en/artwork/5/pedestal-of-a-statue-dedicated-to-the-genius-of-the-colonia-tarraco/> and virtual tour of Tarragona (Spain): <https://vici.org/vici/3532/>   Spanish   * Infographic: “*Isla de Pascua*” (Chile): <https://www.flickr.com/photos/jorge_ideas/3816446734> * Video: “*El Peñol de Guatapé*” (Colombia): <https://www.youtube.com/watch?v=zRnJatIlw7M> * Infographic: “*Restaurando los ecosistemas de las islas Galápagos*” (Ecuador): <https://www.darwinfoundation.org/es/articulos-blog/604-preservando-los-ecosistemas-de-las-islas-galapagos> * Infographic: “*Xochimilco: La herencia prehispánica es patrimonio de la humanidad*” (Mexico): <https://www.hoytamaulipas.net/infografias/1396/Xochimilco.html> * Article: “*Cuidemos del Parque* Güell” (Spain): <https://www.behance.net/gallery/18237597/Park-Gueell> |
| Other Materials |
| UNESCO World Heritage List: <https://whc.unesco.org/en/list/>  Graphic Organizers: Venn Diagram; Interpretive Communication Guide; Travel Itinerary Planning Organizer |

Resource: [NYS World Language Standards Authentic Resources Wakelet](https://wakelet.com/@NYSWorldLanguageStandardsInitiative)