



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?	

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
2. 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

3. 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
4. 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
5. 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](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

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.

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

RESOURCES AND MATERIALS

Authentic Resources

Arabic

- Article: "18 Arab Countries on the UNESCO World Heritage List"/بالصور.. 18 دولة عربية في قائمة اليونسكو - <https://al-ain.com/article/sites-heritage-unesco-arabs> - للتراث العالمي
- Video: "A Tour of the World Cup Stadiums in the State of Qatar"/جولة ممتعة في الملاعب الموندiale في دولة قطر - <https://www.youtube.com/watch?v=e8no7yNYXls>
- Infographic: "The Most Visited Tourist Attractions in the World"/أبرز المعالم السياحية الأكثر زيارة في العالم - <https://www.pinterest.com/pin/410953534746850362/>
- Website: The National Museum of Egyptian Civilizations - <https://nmec.gov.eg/ar/>

ASL

- Video: Seek the World: Martha's Vineyard (<https://www.youtube.com/watch?v=ILyNjNBV1o>)
- Video: Deaf History: Martha's Vineyard (<https://www.youtube.com/watch?v=loi7COpA7A&t=571s>)
- Website: Gallaudet (<https://gallaudet.edu/>)

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/AAAAAAAAAEr/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 tourisme de masse sur le patrimoine culturel mondial classé à l'UNESCO" <https://cafe-geo.net/l'impact-du-tourisme-de-masse-sur-les-sites-unesco/>
- Infographic : "Francophonie: la langue française 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=zRnJatllw7M>
- 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](#)