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| **Department:** | | **World Language** | | |
| **Course:** | | **Eighth Grade** | | |
| **Theme** | | **Contemporary Life** | | |
| **Topic:** | | **Let’s Travel (Amazing Race)** | | |
| **Learning Scenario** | | Students will compete in one Amazing Race adventure adapted from an actual target language adventure traveling by plane, train and local transport to arrive at their final destination. Once there they will face challenges as they find a place to stay, identify their dining options and take part in a couple of challenges. After taking part in this common adventure, students will pair to design an adventure that will be shared with others. They will write their bios for publication and will then design an episode for a specific target language country or city that will be presented to the class and shared online. Each adventure will contain basic travel logistics, lodging and dining components and challenges unique to the site. After these adventures have been completed, clues from all adventures will be combined into a final race and pairs of students will compete for the top prize. | | |
| **Standard(s):** | |  | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | Travel expands our awareness of self and others. | | |
| **Essential Questions** | | How does travel expand our horizons? | | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge | |
|  | | | **Vocabulary** | **Grammar** |
| introduce themselves as members of a team | | | read actual amazing race introductions; pull expanded description words from readings |  |
| make airline reservations online using target language website | | | focus on internet site, ability to read and get to reservation, screen shots of sites for vocab |  |
| make train reservations at kiosk or in person | | | pull vocab from online site |  |
| negotiate local transportation | | | travel related to subway, bus |  |
| make online lodging reservations appropriate for budget | | | pull vocab from online site |  |
| identify dining options according to diet needs / interests and budget | | | pull vocab from online site |  |
| order a meal in a restaurant | | | Do you have..?  What do you suggest?  I would like…?  expanded vocab for menu categories  talk over options with dining companion  ask for check and pay |  |
| follow directions to engage in specific activities | | |  | interpretive commands |
| retell the story of their class adventure | | |  | past tense |
| explain their unique adventure to the class | | |  | past tense |
| share simple information about the culture, geography and people of destinations | | | The capital is…  The flag is…  They eat….  They are proud of… |  |
| **Stage 2: Assessment Evidence** | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | |
| Interpretive | Read bios of actual Amazing Race team members and details of their adventures. | | | |
| Interpersonal | Meet with team members from other teams and discuss specific experiences. | | | |
| Presentational | Create and present an adventure using appropriate multi-media tools. | | | |
| **Formative Assessments** | | | **Other Summative Assessments** | |
|  | | | Compete in a new adventure. | |
| Stage 3: Learning Activities | | | | |
| **Hook** | | Read bios or actual team members and view a specific episode of Amazing Race. | | |
| **Activities** | | | | |
| **Resources** | | | | |
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