

Week 8 – The World & Me

Language and Level / Grade	Korean 1 K-12	Approximate Length of Unit	1 Week
Performance Range	Novice Low-Mid	Approximate Number of Minutes Weekly	500 minutes 5x per week
Theme/Topic	The World & Me		
Essential Question	Is travel mysterious? What is my place in the world?		
Unit Goals			
What should learners know and be able to do by the end of the unit?	Learners will be able to: <ul style="list-style-type: none">Identify continents and some countries in Korean.Describe their ideal trip to another country/city/planet or a fictional place.Make travel plans with dates.Identify modes of transportation.Compare travel, types and habits in the US and South Korea.Learn about travel opportunities.		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none">These tasks allow learners to demonstrate how well they have met the goals of the unit.The tasks follow the format of the IPA, but are integrated throughout the unit.The template encourages multiple Interpretive tasks.The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.The tasks incorporate 21st Century Learning.	Interpretive Mode		
	Reading the following itinerary about someone’s trip. Then answer the question about the content on the follow up worksheet.	Choose between random list with destinations and modes of transportation. Fill out your worksheet with the provided information and why you are traveling and when you would want to go.	Watch the compilation video of traveling plans from different Korean dramas and follow along with the scaffolded worksheet.
	Presentational Mode		Interpersonal Mode
	Polished: You have to plan a trip and get the most people to sign up for your trip. Create a presentation or ad. Advertising your trip. Write a presentation that talks about all the details and present it to the class.		Each student will pick one random characteristic. It could be a country, activity, season, mode of transportation. Then each student will pick a number and be put into groups. They will make a travel plan together. Answering questions about their trip plans. Then individual members will be mixed up and share their plans with their peers. Students will then meet with the teacher to describe their plans and answer some questions.
	On Demand: Compare the most typical modes of transportation between the US and South Korea. Why do you think these modes are more popular in each country? Which mode of transportation do you wish was more accessible to you?		
Standards			
Cultures (Sample Evidence)	Relating Cultural Practices and Products to Perspectives		
Indicate the relationship between the	Product: Subway Practice: Manners Perspective: Respect the elderly		

<i>product, practice, and perspective</i>			
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints	
	Geography: Reading the world map History: Research about countries.	<ul style="list-style-type: none">Basic Rules of subways & busesIndividual vs Group society	
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons	
	<ul style="list-style-type: none">“Ride” bus, car, etcPast vs Present Tense	<ul style="list-style-type: none">Minors riding public transportation.No need for cars.	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	<ul style="list-style-type: none">Travel isn’t limited to those with financial stability. Students will learn about travel opportunities and get a chance to see how big the world is.	<ul style="list-style-type: none">Memorize the world map.Researching and planning a trip.	
Connections to Other Standards	N/A		
Toolbox			
Can Do Statements			
Interpretive	(Listening) I can understand when some ask me about travel plans. (Writing + Reading) I can understand the		
Presentational	(Speaking) I can talk about which countries I have been or what to go to.		
	(Speaking + Writing) I can describe details about a trip I have planned.		
	(Writing + Reading) I can compare modes of transportation and accessibility in the US and in South Korea.		
Interpersonal	(Speaking + Listening) I can ask someone where in the world they have been or lived.		
	(Speaking) I can present my travel plans to the class.		
Supporting Functions		Supporting Structures / Patterns	Priority Vocabulary
Asking for dates, names, etc.		When are you going?	Continents
		Where are you going?	Countries
Compare timing, accessibility.		In Korea/China...but in the U.S....	Modes of transportation
		Both in Korea/China and the U.S.	Date
		I want to go....	Time
Express wants, experiences, plans.		I like...	Seasons
		It was....	
		I want to go because...	Numbers
Describe why, where, when.		I’ll be going...	Descriptive words

Key Learning Activities/Formative Assessments <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Resources		Technology Integration