



World Traveler - Unit 4 - Parts Unknown

Unit Focus

Where previous units have asked students to explore cultures with greater breadth, this final unit will asks students to explore a selected region of the world much more specifically and deeply. In this culminating experience, students will be asked to create an audio tour of a place off the beaten path - a residential neighborhood in a city filled with tourist sites, or a site located for from any major transportation hubs, as examples. The goal is for students to consider travel in its most immersive form, and to learn about how a place that has not been made more accessible for outsiders might offer the most authentic representation of culture and the most meaningful experience for the traveler.

Asking students to explore a place that is more obscure than a typical tourist destination poses a unique challenge to students: how can they learn about a place, in great depth, without actually going there? This unit encourages students to think about ways of learning from and connecting with people using 21st century technologies, invites them to think about how to learn in the absence of easy-to-find information, and asks them to consider the limitations of learning about a place without actually going there.

Like units 2 and 3, this unit is driven by the performance task - as the final unit of a level 1 course, students are expected to take higher levels of responsibility for their own learn while enjoying more independence in pursuing their own interests. Teachers should make sure to carve out time for student conferences and give meaningful, individualized feedback.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> • 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921950 Dimension 3. Evaluating Sources & USING EVIDENCE 921951 Gathering and Evaluating Sources 921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921960 Communicating Conclusions 921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</p> <p>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data,</p>	T1 Evaluate diverse sources and points of view to determine what really happened.	
	T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Cultural immersion requires an effort to see a place through the eyes of those who live there	Q1 How can I immerse myself in a culture?
	U2 The ability to connect with people, regardless of geography, supplements and enhances travel experiences	Q2 How much can I learn about a place without actually going there?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 Definitions of cultural immersion	S1 Seeking out "social resources" resources online (ex.: via forums, comment sections, etc.)	
K2 Intimate cultural details of a given place	S2 Comparing and contrasting tourism and travel	
	S3 Identifying behaviors and customs to ensure respectful	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
921969 Taking Informed Action
921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

School-specific (only available to this unit)
Social Studies: 10

- 10050601 D2.Soc.6.9-12. Identify the major components of culture.
- 10050602 D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Student Growth and Development 21st Century Capacities Matrix
Creative Thinking

- Design: Students will be able to engage in an appropriate process to refine their product.

Collaboration/Communication

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

behavior as a traveler
 S4 Planning immersive travel experiences