



## World Traveler - Unit 3 - Travel vs. Tourism

### Unit Focus

Whereas unit one and two deal with misperceptions of cultures and possible outcomes of a traveling experience, unit three allows students to prepare for travel abroad in detail. Students will be expected to thoughtfully consider a destination aligned with either their own personal goals or with an eye towards a growth area for the school community, to consider all the logistical elements of international travel, and prepare to defend the design of their itinerary. Students will consider the value of effective design and decision making when considering locations and methods of transportation. Ultimately, the intended outcomes of the unit are to make students aware of the complex elements of safe and meaningful travel but most importantly to get students comfortable with planning and enjoying world travel.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            921854 Determining Helpful Sources            921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...            • D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.            921857 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            921903 GEOGRAPHY            921909 Human-Environment Interaction: Place, Regions, and Culture            921910 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.            921950 Dimension 3. Evaluating Sources &amp; USING EVIDENCE            921951 Gathering and Evaluating Sources            921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • 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 &amp; Taking INFORMED ACTION            921960 Communicating Conclusions            921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.  <b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Travel can be most rewarding when linked to personal or community goals  <b>U2</b> Learning the basics of language and customs in foreign countries makes travel more authentic and meaningful  <b>U3</b> Travel involves balancing the goals of travel against the resources available, but rewarding experiences can be had on short timelines and tight budgets</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How can travel help me grow as a person, or help me grow my community?  <b>Q2</b> How can I be a respectful guest in other nations?  <b>Q3</b> Given limited time and money, what experiences should I seek out in order to accomplish my travel goals?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i>  <b>K1</b> Definitions of tourist and traveler  <b>K2</b> Strengths and limitations of planned tours  <b>K3</b> Constraints of school trips</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Setting goals for travel  <b>S2</b> Planning meaningful travel experiences</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>• D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). <i>921969 Taking Informed Action</i> <i>921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• 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. <b>School-specific (only available to this unit)</b> <i>Social Studies: 10</i></li> <li>• 10050600 D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.</li> <li>• 10050599 D2.Soc.6.9-12. Identify the major components of culture.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</li> <li>• Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> </ul>	<p><b>K4</b> Specific documentation and procedures for international travel</p> <p><b>K5</b> Major cultural highlights of a given nation</p>	<p><b>S3</b> Designing trip itineraries and budgets</p> <p><b>S4</b> Seeking and responding to teacher feedback</p>
---	--	---