

Title - VIRTUAL VOYAGE

Curriculum - WORLD LANGUAGE, LEVEL TWO OR THREE

Grade Level Span - 9-12

Purpose - The student will use spoken and written language to communicate the experience of an imaginary trip to a country where the target language is used. Technological resources will be used to research and represent the experiences.

Description - The student will research via the Internet in order to write eight journal entries about his/her imaginary trip. In the journal the student will discuss pre-travel planning, sights and thoughts during the trip, and follow-up thoughts after the experience. The student will then make an oral presentation using three excerpts from his/her journal incorporating multimedia. The student needs to include photos, maps, and other realia in both the journal and oral presentation. The journal should be written as if the students were actually traveling in that country, and the presentation should explain to the class about three portions of their trip upon their return. The student will practice oral presentation before the actual presentation.

Activities	Curriculum Standards	NETS for Students
Preparation: 1. Reserve school computer facility.		
Procedure: 1. The student will write a journal. The introductory entry includes where the student is going, why, with whom, and for how long. The student then states what s/he is taking, including clothing and other items necessary for travel, and why s/he is taking these items.	National Standards for Foreign Language Education 1.3, 2.1	5
2. The student will select six other journal entry topics, which may include: <ul style="list-style-type: none">• arrival at airport and plane trip experience• hotel description• museum visits• other tours• dining in a restaurant	1.2, 1.3, 2.1, 2.2, 3.1, 5.1	5,7,8,10

<ul style="list-style-type: none"> • taking the metro or bus to three different sites • shopping • people watching/observations • disco or other fun-type activity (leisure/entertainment) • other topics depending on vocabulary studied 		
3. Final journal entry reflects on personal experiences, and may include, but is not limited to, favorites, comparisons, feelings, frustrations, surprises, and other highlights.	1.3, 4.2, 2.1, 2.2, 5.1	5
4. At every opportunity the student will be specific and descriptive, giving as much information as possible to demonstrate knowledge of vocabulary and structure; and, properly cite his/her sources after each entry. Each entry should be a minimum of ten sentences. Each entry should include at least one photo, map or other realia.		5,7,8,10
5. The student will present a multimedia oral overview of his/her trip. The presentation should include an explanation of at least three experiences based on the journal. The presentation can be neither read nor memorized from the journal. Suggested presentation time is three to five minutes.	1.3, 4.2, 2.1, 2.2, 5.1	2,5,7,10

Tools and Resources

1. Access to Internet.
2. Presentation software such as PowerPoint.
3. Word processing software.

Websites (places to start):

www.paris.org

www.berlin.de/home/.html/index.html

www.madrid.org

Assessment

JOURNAL:

Journal is complete. YES _____ NO _____
Vocabulary quantity is 1 2 3
 just enough satisfactory extensive

Vocabulary content and accuracy are	1 many inaccuracies	2 somewhat accurate	3 highly accurate
Structures are	1 many inaccuracies	2 somewhat accurate	3 highly accurate
Sentences are	1 simple subject/verb	2 somewhat descriptive adjectives/adverbs	3 highly varied

ORAL PRESENTATION

Oral presentation is complete. YES_____ NO_____

Vocabulary quantity is	1 just enough	2 satisfactory	3 extensive
Vocabulary content and accuracy are	1 many inaccuracies	2 somewhat accurate	3 highly accurate
Structures are	1 many inaccuracies	2 somewhat accurate	3 highly accurate
Sentences are	1 simple subject/verb	2 somewhat descriptive adjectives/adverbs	3 highly varied
Speech is	1 hesitant/ choppy	2 few pauses	3 fluent

Multimedia is

1	2	3
satisfactory	effective	innovative/ creative

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Personal Account

This lesson is designed to be a culminating activity and part of the assessment of the World Language MN Grad Standard for level two or three in Duluth. For any teacher who uses this, it is meant to be an open format adaptable to your curriculum and the knowledge base of your students.

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