

Unit of Work: Cultural Connections

Language: Turkish Years: 5 and 6		Duration: 8 weeks (2hrs per week)
Unit description Cultural Connections – Amazing Turkey Travel Expo <ul style="list-style-type: none"> Where is my homeland in the world? What are the main features (famous places/interesting facts) of my homeland? How can I encourage people to travel my homeland? 		Key concept Students develop an understanding of their homelands through developing a travel package about the touristic attractions in a chosen region in their cultural homeland. Element: Ethical Understanding Sub Element: Reasoning in Decision Making and Actions Level: 4
Text Requirements		
Spoken texts		
Print texts	<ul style="list-style-type: none"> Atlas of the world: <ul style="list-style-type: none"> Map of the world Map of the homeland Travel magazines and brochures 	
Visual texts	<ul style="list-style-type: none"> Pictures, posters and photos of homelands 	
Digital texts	<ul style="list-style-type: none"> https://www.ecotourism.org.au/assets/Resources-Hub-Destination-Management-Plans/Cultural-Tourism-Development-Program.pdf- https://www.tourismtribe.com/6-steps-to-creating-great-travel-packages/ DFAT website Trip advisor reviews YouTube clips/documentary films about the chosen cultural homeland 	

Turkish K-6 Syllabus Outcomes & Content	Key Learning experiences
Communicating - Interacting A student: <ul style="list-style-type: none"> uses Turkish to interact with others to exchange information and opinions, and to participate in classroom activities LTU3-1C Students: <ul style="list-style-type: none"> initiate interactions and exchange information with teacher and peers, participate in a group activity or shared event, 	This unit is based on Turkey. Please swap it to your language/cultural homelands. <ul style="list-style-type: none"> Introducing the unit on Cultural connections – discussion about students’ pre knowledge about their homeland using questions such as where did your grandparents or parents come from? Have you ever been in your homeland? If, yes what do you know about it? When and how did you travel there?

<p>Content for students with prior learning and/or experience</p> <p>Students:</p> <ul style="list-style-type: none"> initiate interactions with adults and peers to exchange information, ideas and opinions, collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, 	<ul style="list-style-type: none"> Introducing the rich task (backward mapping): Students are expected to present their “sales pitch” and accompanying travel package about the attractions of their region in Turkey at a travel expo at the end of the unit of work. The package should contain a brochure (with visuals/ images of attractions, cultural activities, landscape, itinerary, travel advisory and insurance advice, costs and value for money). Establishing small groups for their rich tasks. Each group to choose a region in their homelands. Choosing/creating a slogan for groups’ regional tour/ naming their groups as travel agents. Studying directions – north, south, east, west using direction star and completing a worksheet about it. (vocabulary work) Using a world globe identifying northern hemisphere, southern hemisphere, equator, continents. (vocabulary work) Map study - Location of Turkey on the map of the world <ul style="list-style-type: none"> ➤ Where is Turkey in the world? Europe and Asia Looking at a map of Turkey: <ul style="list-style-type: none"> ➤ Neighbouring countries and surrounding seas (borders) ➤ Area of Turkey / population ➤ Capital city of Turkey ➤ Main cities (number of cities) ➤ Currency – Turkish Lira ➤ Turkish flag / national anthem ➤ Introducing the 7 geographical regions of Turkey Researching each region in small groups: <ul style="list-style-type: none"> ➤ Location of the region ➤ Main cities ➤ Landscape – mountainous, plains, forests, etc. ➤ Climate ➤ Tourist attractions – natural and historical sites ➤ Famous traditional food /cultural dances/costumes ➤ Famous cultural activities or festivals ➤ Type of tours in the region for: <ul style="list-style-type: none"> - Natural and historical sites - Cultural tours - Health tourism Planning and developing a travel package: <ul style="list-style-type: none"> ➤ Travel mode ➤ Accommodation ➤ Cost ➤ Tour program ➤ Dates for the tour
<p>Communicating - Accessing and Responding</p> <p>A student:</p> <ul style="list-style-type: none"> obtains and processes information in texts, using contextual and other clues LTU3-2C responds to texts using different formats LTU3-3C <p>Students:</p> <ul style="list-style-type: none"> obtain and organise specific information from texts, for example: ⚙️ respond in English or Turkish to texts, using a range of formats, <p>Content for students with prior learning and/or experience</p> <ul style="list-style-type: none"> locate and classify information from a range of spoken, written, digital and visual texts, respond in English or Turkish to ideas and information, using a range of formats for different audiences 	
<p>Communicating - Composing</p> <p>A student:</p> <ul style="list-style-type: none"> composes texts in Turkish using a series of sentences LTU3-4C <p>Students:</p> <ul style="list-style-type: none"> compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, <p>Content for students with prior learning and/or experience</p> <p>Students:</p> <ul style="list-style-type: none"> compose informative and imaginative texts for a variety of purposes and audiences, create bilingual texts and resources for their own language learning and the school community, 	

	<ul style="list-style-type: none"> ➤ Places to see ➤ Activities to participate ▪ Planning the presentation of the rich task (Amazing Turkey Travel Expo): <ul style="list-style-type: none"> ➤ role play – travel agent, customer, etc. ➤ PowerPoint presentation ▪ Writing persuasive information promoting the travel package including the touristic attractions of the chosen region in the homeland ▪ Modelling of: <ul style="list-style-type: none"> ➤ developing a brochure ➤ a tour itinerary ▪ Presentation of groups' rich tasks at a travel expo (target audience to be chosen/decided)
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Key Concepts	Rich Task		
Geography of Turkey Value for money Touristic attractions Consumer choice	Students present their “sales pitch” and accompanying tour package about the attractions of their region in Turkey at an Amazing Turkey Travel Expo. The package contains brochure (with visuals/ images and attractions – cultural, landscape, itinerary, travel advisory and insurance advice, costs and value for money).		
Modes	Text register, functions	Structures, features	Vocabulary
Listening & Speaking	<ul style="list-style-type: none"> ▪ Sales pitch ▪ Persuasions 	<ul style="list-style-type: none"> ▪ Greetings ▪ Addressing audience ▪ Purpose ▪ Slogans ▪ Directions ▪ Travel times/seasons ▪ Turkish proverbs re travel 	<ul style="list-style-type: none"> ▪ Descriptive words for all attractions ▪ Geographical features, landscapes ▪ Feelings ▪ Times, places
Reading & Viewing	<ul style="list-style-type: none"> ▪ Travel brochures and magazines ▪ Map of Turkey and the world ▪ DFAT website ▪ Trip advisor reviews 		
Writing	<ul style="list-style-type: none"> ▪ Sales pitch ppt ▪ Slogans ▪ Trip advisor reviews ▪ Passport application 		

Assessment:

Culminating/Rich Task

Students are to present their “sales pitch” and accompanying travel package about the attractions of their chosen region in Turkey at a travel expo. A travel package should contain a brochure (with visuals/ images of attractions, cultural activities, landscape, itinerary, travel advisory and insurance advice, costs and value for money).

Student:	I need teacher's help	I can do it independently.	I can speak in English.	I can speak in Turkish.
I can write a short and clear persuasive message (sale pitch) to promote our group's travel package.				
I can design an effective brochure which includes a clear persuasive message in Turkish/English to promote our group's travel package in my chosen region in Turkey.				
I can talk about our group's travel package in Turkish by making eye contacts with my audience.				

Evaluation

This could include:

- Teacher reflection on Unit
 - Was there sufficient time for all activities/learning intentions?
 - Were students able to demonstrate achievement of the outcomes?
 - Were the activities/tasks engaging and effective?
 - Were the resources relevant and stimulating?
 - Were students interested in the learning?
 - What worked well? What didn't work well?
 - What would I change for next time?
- Student self-assessment (Use success criteria as a check list)