

Unit 7: Geography and Air Travel

Content Area: **World Language**
Course(s): **Spanish II**
Time Period: **March**
Length: **21 days**
Status: **Published**

Unit Overview

Learning to communicate in a foreign language is a necessary skill for intermediate learners and involves learning how to travel by air, services on flight and discuss the influence of geography on travel in Latin America.

Essential Questions

- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and

	written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles:

- Introduction to vocabulary 1: *En el avión*
- Grammar Introduction: Conditional Tense (regular)
- Introduction to vocabulary 2: *En el aeropuerto*
- Grammar Introduction: Conditional Tense (irregular)
- Interpersonal Speaking: (Discuss a trip that one would like to take but can't and the reason why)
- Cultural Comparison: *Emilio Carranza - Heroe de la aviación latinoamericana*
- La Geografía: Geography of Spain
- Writing Response: (Choose a country they would like to visit and the reasons why)

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- English- reading/writing in target language
- History-geography and culture

LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Equity Considerations

Amistad Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Holocaust Mandate

Topic : Stereotypes

- all Hispanics have homogenous origins

Materials Used: PowerPoint Presentation (stereotyped groups), on-line authentic resources, videos, articles, info-graphs, visual literacy activities, & critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Bias

LGBTQ and Disabilities Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Climate Change

Topic: Global Challenges

- climate change in Spanish speaking countries
- environmental concerns in Spanish speaking countries

Materials Used: PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Economic
- Political

Asian American Pacific Islander Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment

- Unit Test: including listening, speaking, reading, writing relating to the vocabulary, grammar and culture in the unit
- Interpersonal Speaking Assessment (1-2 min): talk about a country that you would like to travel to and why, and the things you would like to do while you are there
- Interpersonal writing (50+ words): prepare an email in which you address an airline and ask them questions about destinations, flights, airports, fees, and services offered during flights.

Resources & Materials

- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording
- Introductory Video for Unit
- Audio CD - Vocabulary and Pronunciation
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- Interactive Conversation CD
- www.spanish.glencoe.com - Unit-related activities, games, quizzes
- Grammar Tutor - Grammar practice software
- Mind Jogger Video quiz
- Unit Assessment - Listening Comprehension CD
- Promethean Board
- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Screencastify (Oral projects)
- Prezi (Projects, Online tutorials)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Youtube.com (Cultural videos, tutorial videos)
- Edpuzzle (Using videos as assessments)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)

- Studyspanish.com (Grammar Review)
- Conjuguemos.com (Vocabulary and Grammar Practice)
- Wordreference.com (Online Dictionary)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Introduction to Unit: vocabulary through Powerpoint, DVD, Worksheet, Discussion (remember, repeat, understand)
- Grammar : (Conditional of regular verbs) discussion, note taking and practice exercises(remember, repeat, understand, apply)
- Vocabulary:vocab lists though wkbk ex.'s, stories and news articles (airplane and airport related vocab)(remember, repeat, understand)
- Audio texts:listening to authentic podcasts, CD's, conversations. (episodio 7-El vuelo)(remember, repeat, understand)
- Short/long dialogues of native speakers(En el avion-conversation between 2 passangers discussing flight delays and arrival times)(remember, repeat, understand, apply)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article (remember, repeat, understand, apply, analyze)
- Partner/Group Work: Oral, Written, Conversation (discuss what is happening in pictures relating to cabin, describe the geography of where they live, discuss all the things they would like to do but what is preventing them)(remember, repeat, understand, apply, analyze, create)
- Pronunciation: Listen to CD/Teacher and repeat (vocab 1&2 airplane and airport related vocabulary)(remember, repeat, understand, , repeat, understand)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com(remember, understand, apply, analyze)
- Textbook Exercises: Oral and Written Responses(remember, understand, apply, analyze)
- Workbook: In-class and Homework Exercises(remember, understand, apply, analyze)
- Cultural: Authentic Text, Videos, Websites (Airport de Bolivia, La PAz, heroe de aviacion, la geografia de los paises)(remember, understand, apply, analyze)
- Delsea One
- SWAG

Levels of Blooms

- Knowledge:Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret
- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

DOK-Depths of Knowledge

- Level One(Recall): Define, Draw, Identify, Illustrate, Label, List,Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repat, State, Tell, Use

- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

Formative Assessment

WARM UP

- Oral review- where would you like to travel and why? Brainstorm words you remember.
- Rapid fire questions-Who has traveled? Is there a country that you would like to travel to?
- Video clips-grammar- (www.studyspanish.com) Conditional of regular verbs.
- www.googleearth.com- students can travel via the internet without leaving the classroom!
- Worksheet practice-workbook pages, grammar review pages
- Music-lyricstraining.com

Anticipatory Set

- 2-5 minute activity related to days topic
- Current events (www.bbcmundo.com) costs of flights to foreign countries? exchange rates?
- Podcasts (www.notesinspanish.com)
- Listen to natives talking about topic related to day (www.laits.com) what are some of the problems relating to travel?
- Discovery Channel short video clips relating to vocab/grammar (www.unitedstreaming.com)
- Youtube video clips (vocab/grammar)
- Choral Response

Closure

- Exit ticket- "How do you say__"
- Hot seat (rapid fire questions)-ask students questions related to travel
- Review of days lesson
- Oral questioning

Modifications

ELL Modifications

- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Delsea One
- SWAG

IEP & 504 Modifications

Speaking

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

Writing

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

Testing Modifications/Accommodations

- Allow student to correct mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

G&T Modifications

- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Argumentation and debate
- Journal article analysis
- Graph and/or map analysis / interpretation
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Free Response Question (FRQs) - both written and oral
- Delsea One

- SWAG

At Risk Modifications

- Hands On Activities
- Preferential Seating
- Parental Involvement
- Word Bank
- Repeat, reword, clarify directions
- Goal Setting
- Delsea One
- SWAG

Technology Materials and Standards

- Podcasts: www.notesinspanish.com
- Conjugation and rules of verbs: www.studyspanish.com
- Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
- Current events: www.bbcmundo.com
- Native Speaker Audio: www.laits.com
- Digital recording: voice thread/www.vocaroo.com
- Current events: www.bbcmundo.com
- Podcasts: www.notesinspanish.com)
- Listening: www.laits.com
- Discovery Channel short video clips relating to vocab/grammar: www.unitedstreaming.com
- Video clips-grammar: www.studyspanish.com

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and
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quickly based on user needs and preferences.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.