

# 03\_Air Travel

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25-30 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

### **Spanish 8**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

*Students will understand that:*

- communicating in a foreign language is essential for world travel.
- the correct use of grammar facilitates communication.

*Essential Questions:*

- How can I communicate in Spanish in order to travel to Spanish speaking countries?
- What can I learn about Spanish speaking countries to facilitate my travels when I visit these countries?

## **CONTENT AREA STANDARDS**

---

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

---

## **Declarative Knowledge**

---

Students will understand that:

- communicating in a foreign language is essential for world travel.
- the correct use of grammar facilitates communication.

## **Procedural Knowledge**

---

Students will be able to:

- navigate in an airport and communicate about the processes of air travel from check-in to baggage claim.
- recognize the conjugation of “venir” using their prior knowledge of “tener”.
- express what they and others are doing.
- conjugate in the present progressive tense what they and others are doing.
- form the present participle for verbs ending in “-ar”, “-er”, and “-ir”.
- conjugate “saber” and “conocer”.
- use “saber” to express knowing a fact, having information about something, or knowing how to do something.
- use “conocer” to express being acquainted people or complex and abstract concepts.
- compare and contrast travel and airports of different countries.

## **EVIDENCE OF LEARNING**

---

### **Benchmark Assessments**

---

Edulastic Assessments

## **Alternate Assessments**

---

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Formative Assessments**

---

1. Teacher prepared worksheets
2. Chain drills
3. Role Play

## **Summative Assessments**

---

1. Quizzes/tests
2. Original Skits

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

- Textbook/Workbook Ch 3
- CD Audio Resource

- Teacher prepared worksheets

### **INTERDISCIPLINARY CONNECTIONS**

---

English/Language Arts - Language Acquisition, Informational Writing

Social Studies - Geography

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.