

02_ El Vuelo/ Airplane Travel

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **10 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Spanish 3CP

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 languages 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.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- there are cultural similarities and differences in how Latin American airlines and North American airlines run their companies.
- the correct use of grammar and vocabulary is important to facilitate communication.
- geography plays an important role in cultural practices, products and perspectives

Essential questions:

- Are flight procedures and safety regulations the same in Latin American airlines as well as North American airlines?
- How is the knowledge of flight vocabulary terms important to know when taking a flight in a Latin American airline?
- How is the knowledge of flight vocabulary terms important to know when in an airport in a Latin American country?
- How does the geography of Bolivia affect the airport's location and flight procedures?
- Do all Latin American countries have major airports?
- What are the similarities and differences of the usage of the conditional tense in Spanish and English?

Enduring understandings:

- For safety purposes, knowing essential vocabulary terms and grammar is important when in a Latin American airport or airline.
- Both Latin American and North American airlines share similarities in their procedures and products.
- Geography impacts the location and design of many airports in Latin America (ie. Bolivia has the longest runway because of its high elevation and oxygen masks may be required when disembarking a plane).
- The conditional tense in English and Spanish is used to express actions that would take place under certain conditions. They differ in their conjugation/formation.

CONTENT AREA STANDARDS

WL.II.7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.II.7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.II.7.1.II.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.II.7.1.II.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.II.7.1.II.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

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.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- vocabulary terms for air travel will facilitate communication in an airport and when planning a flight.

- correct grammar conjugations for -ar/-er/-ir verbs in the conditional tense are essential for communicating plans under certain conditions.
- there are similarities and differences in the use of conditional tense in Spanish and English.
- geographical features affect travel.

Procedural Knowledge

Students will be able to:

- infer the meaning of unfamiliar vocabulary for flying on a plane in conversational dialogue.
- ask and respond to questions about a variety of things that would happen under certain conditions.
- use language creatively in writing to express the connection between geography and cultural products and practices.
- combine and recombine learned language to express events that would take place under certain conditions.
- engage in short conversation in the target language to detail a past experience or observation on a plane or airport.
- compare and contrast the linguistic similarities and difference in grammar usage using the conditional tense in Spanish and English when referring to conditional plans.
- use language vocabulary correctly in writing or orally to answer prompts about air travel and conditional plans.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Oral Presentations

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

Formative Assessments

Using the two modes of communication-Interpretive and Interpersonal

Do now's/Exit tickets

Homework

Role-playing activities

Paired activities

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities-- Group work prompts - talk to a classmate about flights and geography

Reading activities - multiple choice worksheet on the impact of geography on travel and food

Writing activities-Short answer responses about themselves and their summer

Kahoot for vocabulary review

Summative Assessments

QUIZZES: Using the three modes of communication-Interpretive, Interpersonal and Presentational (Application of vocabulary and grammatical functions in context)

Writing- students will use vocabulary words to detail a flight they have previously taken. Students will write in detail about a plane trip they took.

Speaking - students will create skits that take place on an airplane between flight crew members and passengers using pertinent vocabulary and a variety of grammar including the conditional tense

Vocabulary and grammar quizzes

Benchmark Assessments

Pear/Edulastic Assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

