**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**En el Hotel**

This lesson allows students to view different regions of Spain and learn much about the Spanish culture (paradores, food, attractions, etc). Students enjoy searching the web for Spanish Paradores. They also, have the opportunity to convert currency. This is a skill that will be very useful for them when they travel to another country. In addition, students get an opportunity to obtain an official USA passport.   
This is a fun lesson that I would recommend to anyone who has internet access covering the hotel.

**Day 1**

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| --- | --- |
| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 3-12-3-16** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  Elements  Element Description  MLI.IP1A Use basic greetings, farewells, and expressions of courtesy  MLI.IP1B Express like/dislike, emotions, and agreement/disagreement  MLI.IP1G Ask questions and provide responses based on suggested topics  MLI.IP1H Use sequenced information (alphabet, days of week, numbers 0-100, etc) in context  MLI.IP2A Initiate, participate in, and close brief oral or written exchanges  MLI.IP2B Use formal and informal forms of address  MLI.P1B Give basic information about self and others, including school, family, activities, etc.  MLI.CU1C Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies  MLI.CCC1A Demonstrate basic geographical knowledge  MLI.CCC1 B Apply previously learned skills from other subjects  MLI.CCC2 Demonstrate an awareness of the students’ own culture  **Students will Identify and describe:**  Hotel, Lobby, Rooms, People that work in hotel, Guests, Check in and out of a hotel, Make a hotel reservation, Ask for a certain type of room  Identify significance of "Paradores" in Spain, Compare and contrast lodging,  **Types**:  Luxury, Comfort, Economical (hostels), Describe actions that take place, in the future | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way!  Students are Introduced to the chapter with them selecting key words needed to go shopping overseas |
| Essential  Quest ion/Task | At the conclusion of this unit, students will be able to:  1.  Describe hotels  2.  Discuss future events and activities  3.  Compare and contrast leisure lodging in the Spanish speaking world  How do factors including age group, type of trip, and economics influence hospitality choices and how do these factors differ between the United States and the Spanish speaking world thus further influencing hospitality as an  Industry |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Write the Important Words you will need in a hotel in English |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | 1. Have students close their books use Power Point Chapter 6 to introduce vocabulary page 162 and 163. 2. After presenting the vocabulary orally, have students open their books and read the additional reinforcement. 3. Along with the vocabulary words ask students the following questions as I present the new vocabulary:    1. Que es?    2. Quien es?    3. Que es?    4. Es un hotel? 4. Use Power Point to review words [El Hotel\_Chapter\_6\_Presentation.ppt](http://senoralivingstonespanoldos.wikispaces.com/file/view/El+Hotel_Chapter_6_Presentation.ppt) Chapter 6 El Hotel Presentation |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | * Students complete the "Los paradores de Espana Web activity" (see attached files). * They will select 5 paradores that they would like to visit in Spain and rank them from most favorite to least favorite. * For each parador they will write a short description of the parador, list foods and drinks served, what is there to see around the parador, what sports and activities they would like to participate in, and a description of the impressions that they get from the photos. * They will also convert Euros to Dollars and figure out how much it would cost to stay at each parador in dollars during the November to January and July to August. * Students will discuss their findings with the class. * CLICK HERE TO ACCESS PROJECT |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
| Book ONLINE RESOURCES | 1. [Game to practice Vocabulary](http://glencoe.mcgraw-hill.com/sites/dl/free/007861790x/209393/index.html) 2. [Practice Quiz here](http://glencoe.mcgraw-hill.com/sites/007861790x/student_view0/chapter6/self-check_quizzes.html) 3. [Capitulo 6 Practice Vocabulary Exercises](https://conjuguemos.com/activity.php?id=210&source=public&language=spanish&type=vocabulary) Part 1 4. [Capitulo 6 Practice Vocabulary Exercises Part 2](https://conjuguemos.com/activity.php?id=211&source=public&language=spanish&type=vocabulary) 5. [Chapter 6 Vocabulary list](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/hotel%20vocabulario%20handout.pdf) 6. [Practice Quiz click here](http://www.glencoe.com/qe/qe17.php?qi=9838) 7. [Magic Squares](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/Magic%20squares%20El%20hotel%202.pdf) 8. [Scatter Games](http://quizlet.com/9416350/capitulo-6-en-el-hotel-flash-cards/) |

**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 2**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 3-12-3-16** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  Elements  Element Description  MLI.IP1A Use basic greetings, farewells, and expressions of courtesy  MLI.IP1B Express like/dislike, emotions, and agreement/disagreement  MLI.IP1G Ask questions and provide responses based on suggested topics  MLI.IP1H Use sequenced information (alphabet, days of week, numbers 0-100, etc) in context  MLI.IP2A Initiate, participate in, and close brief oral or written exchanges  MLI.IP2B Use formal and informal forms of address  MLI.P1B Give basic information about self and others, including school, family, activities, etc.  MLI.CU1C Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies  MLI.CCC1A Demonstrate basic geographical knowledge  MLI.CCC1 B Apply previously learned skills from other subjects  MLI.CCC2 Demonstrate an awareness of the students’ own culture  **Students will Identify and describe:**  Hotel, Lobby, Rooms, People that work in hotel, Guests, Check in and out of a hotel, Make a hotel reservation, Ask for a certain type of room  Identify significance of "Paradores" in Spain, Compare and contrast lodging,  **Types**:  Luxury, Comfort, Economical (hostels), Describe actions that take place, in the future | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way!  Students are Introduced to the chapter with them selecting key words needed to go shopping overseas |
| Essential  Quest ion/Task | At the conclusion of this unit, students will be able to:  1.  Describe hotels  2.  Discuss future events and activities  3.  Compare and contrast leisure lodging in the Spanish speaking world  How do factors including age group, type of trip, and economics influence hospitality choices and how do these factors differ between the United States and the Spanish speaking world thus further influencing hospitality as an  Industry |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | TRANSLATE THE FOLLOWING SENTENCES:   1. I need a reservation for Sunday? 2. For how many people? 3. What type of room? 4. What is the arrival time and departure time from de hotel? 5. Under who’s name? |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | 1. Have students close their books and introduce the vocabulary on page 166 and 167. 2. After presenting the vocabulary have students open their books and read the new vocabulary out loud. 3. Call on individual students to read 4. Complete the questions at the end of the Power Point. 5. Show image to students without the names. Students will then provide me with the image name. |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | Introduce the conversation a hotel reservation to be presented on Friday.   |  |  |  | | --- | --- | --- | | *Receptionista* | — | Good afternoon, Thank you for calling El Mirador Hotel How may I help you?  Hotel. May I help you?  Buenas tardes, Gracias por llamar al hotel Mirador. Como le puedo ayudar? | | *Cliente:* | — | Yes. I´d like to book a room, please.  Si me gustaría reservar una habitación. | | *Receptionist:* | — | Certainly. When for, madam?  Seguro, Para cuando señora/r? | | *Cliente::* | — | March the 23rd.  Para el 23 de Marzo | | *Receptionist:* | — | How long will you be staying?  Para cuantas noches? | | *Cliente::* | — | Three nights.  3 noches | | *Receptionist:* | — | What kind of room would you like, madam? Que tipo de cuarto desea? | | *Cliente::* | — | double with bath. I´d appreciate it if you could give me a room with a view over the lake.  Necesito un cuarto doble con baño. Y deseo un cuarto con vista al lago. | | *Receptionist:* | — | Certainly, madam. I´ll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.  Seguro, senora. Voy a ver que tenemos disponible… Si, tenemos un cuarto en el cuarto piso con una vista bella. | | *Cliente::* | — | Fine. How much is the charge per night?  Excelente, cuanto es el costo por noche. | | *Receptionist:* | — | Would you like breakfast?  Desea desayuno? | | *Cliente::* | — | No, thanks.  No Gracias. | | *Receptionist:* | — | It´s eighty four euro per night excluding TAX.  Cuesta 80 euros por noche incluyendo el impuesto. | | *Cliente:::* | — | That´s fine.  Esta bien. | | *Receptionist:* | — | Who´s the booking for, please, madam?  Para quien es la reservavion? | | *Cliente:::* | — | Mr and Mrs \_\_\_\_\_\_\_\_, that´s R-Y-E-F-I-E-L-D. Senor y Senora:\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Receptionist:* | — | Okay, A reservation for Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?  Excelente, Una reservacion para el senor y la senora \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cuarto doble para el 23, 24 y 25 de Marzo. Es correcto? | | *Cliente:::* | — | Yes it is. [Thank](http://www.audioenglish.net/english-learning/english_dialogue_hotel_booking_a_room_2.htm) you.  Si esta correcto. Gracias. | | *Receptionist:* | — | Your [confirmation](http://www.audioenglish.net/english-learning/english_dialogue_hotel_booking_a_room_2.htm) number. It´s: 7576385. I´ll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.  Su numero de confirmacion es \_\_\_\_\_\_\_\_\_\_ Repito \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gracias por escoger el Hotel Mirador que tenga un buen dia. Adios. | | *Cliente:::* | — | Goodbye. Adios | |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
| Book ONLINE RESOURCES | 1. [Game to practice Vocabulary](http://glencoe.mcgraw-hill.com/sites/dl/free/007861790x/209393/index.html) 2. [Practice Quiz here](http://glencoe.mcgraw-hill.com/sites/007861790x/student_view0/chapter6/self-check_quizzes.html) 3. [Capitulo 6 Practice Vocabulary Exercises](https://conjuguemos.com/activity.php?id=210&source=public&language=spanish&type=vocabulary) Part 1 4. [Capitulo 6 Practice Vocabulary Exercises Part 2](https://conjuguemos.com/activity.php?id=211&source=public&language=spanish&type=vocabulary) 5. [Chapter 6 Vocabulary list](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/hotel%20vocabulario%20handout.pdf) 6. [Practice Quiz click here](http://www.glencoe.com/qe/qe17.php?qi=9838) 7. [Magic Squares](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/Magic%20squares%20El%20hotel%202.pdf) 8. [Scatter Games](http://quizlet.com/9416350/capitulo-6-en-el-hotel-flash-cards/) |

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**Day 3**

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| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way!  Students are Introduced to the chapter with them selecting key words needed to go shopping overseas |
| Essential  Quest ion/Task | At the conclusion of this unit, students will be able to:  1.  Describe hotels  2.  Discuss future events and activities  3.  Compare and contrast leisure lodging in the Spanish speaking world  How do factors including age group, type of trip, and economics influence hospitality choices and how do these factors differ between the United States and the Spanish speaking world thus further influencing hospitality as an  industry |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Complete exercise 3 page 164 escribe todo. |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | Power Point to Introduce the future Tense Irregular Verbs.  Review the Future tense <http://dlc.k12.ar.us/Resources/Foreign_Language/Spanish/Spanish_Grammar/futuro_ab.pdf>  Future Tense Irregular Verbs |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | Complete Project El Hotel and upload file to your wikispace  [Hotel\_Activity\_Buen\_Viaje\_Level\_2.docx](http://senoralivingstonespanoldos.wikispaces.com/file/view/Hotel_Activity_Buen_Viaje_Level_2.docx) Hotel Activity Buen Viaje Level 2 |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
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**Day 4**

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| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Complete exercise 4 page 165 |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | STUDENTS CREATE A PODCAST TO PRACTICE THEIR HOTEL CONVERSATION AND PRONUNCIATION. |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | STUDENTS BEGIN ORAL PRESENTATIONS |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
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**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 5**

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| GEORGIA PERFORMANCE STANDARD(S) (GPS):  Elements  Element Description  MLI.IP1A Use basic greetings, farewells, and expressions of courtesy  MLI.IP1B Express like/dislike, emotions, and agreement/disagreement  MLI.IP1G Ask questions and provide responses based on suggested topics  MLI.IP1H Use sequenced information (alphabet, days of week, numbers 0-100, etc) in context  MLI.IP2A Initiate, participate in, and close brief oral or written exchanges  MLI.IP2B Use formal and informal forms of address  MLI.P1B Give basic information about self and others, including school, family, activities, etc.  MLI.CU1C Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies  MLI.CCC1A Demonstrate basic geographical knowledge  MLI.CCC1 B Apply previously learned skills from other subjects  MLI.CCC2 Demonstrate an awareness of the students’ own culture  **Students will Identify and describe:**  Hotel, Lobby, Rooms, People that work in hotel, Guests, Check in and out of a hotel, Make a hotel reservation, Ask for a certain type of room  Identify significance of "Paradores" in Spain, Compare and contrast lodging,  **Types**:  Luxury, Comfort, Economical (hostels), Describe actions that take place, in the future | |
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| Essential  Quest ion/Task | At the conclusion of this unit, students will be able to:  1.  Describe hotels  2.  Discuss future events and activities  3.  Compare and contrast leisure lodging in the Spanish speaking world  How do factors including age group, type of trip, and economics influence hospitality choices and how do these factors differ between the United States and the Spanish speaking world thus further influencing hospitality as an  industry |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Complete exercise 7 and 8 page 168. |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | Continue with oral presentations Making a reservation in a hotel. |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | STUDENTS CONTINUE ORAL PRESENTATIOS ORAL PRESENTATIONS |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
| Book ONLINE RESOURCES | 1. [Game to practice Vocabulary](http://glencoe.mcgraw-hill.com/sites/dl/free/007861790x/209393/index.html) 2. [Practice Quiz here](http://glencoe.mcgraw-hill.com/sites/007861790x/student_view0/chapter6/self-check_quizzes.html) 3. [Capitulo 6 Practice Vocabulary Exercises](https://conjuguemos.com/activity.php?id=210&source=public&language=spanish&type=vocabulary) Part 1 4. [Capitulo 6 Practice Vocabulary Exercises Part 2](https://conjuguemos.com/activity.php?id=211&source=public&language=spanish&type=vocabulary) 5. [Chapter 6 Vocabulary list](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/hotel%20vocabulario%20handout.pdf) 6. [Practice Quiz click here](http://www.glencoe.com/qe/qe17.php?qi=9838) 7. [Magic Squares](http://www.cpsb.org/resources/cbt/CBT_05-06/world_lang/high/virginia.guidry/Magic%20squares%20El%20hotel%202.pdf) 8. [Scatter Games](http://quizlet.com/9416350/capitulo-6-en-el-hotel-flash-cards/) |