

10-In the hotel

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

The 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 the 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.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

CONTENT AREA STANDARDS

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.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.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.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.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- how traveling in Spanish-speaking countries requires an ability to communicate about various hotel accommodations.
- the correct use of grammar and vocabulary to facilitate communication.

Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- grammar and vocabulary is essential to proper communication.
- the various types of hotel accommodations available to travelers in Spain and to other Spanish speaking countries.

- lodging in the Hispanic world is an important aspect of staying in different types of hotels. (Paradores and albergues).
- the future tense to express future actions.

Procedural Knowledge

Students will be able to:

- engage in short conversations about in a hotel setting.
- ask for things that may needed while at a hotel.
- use the future tense to talk about future events.
- use indirect object pronouns (me lo, te lo, nos lo) to talk about things already stated.
- infer the meaning of new words in level appropriate texts.
- describe Spanish speaking hotels vs US.

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.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.
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.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

EVIDENCE OF LEARNING

Benchmark Assessments

Pear/Edulastic Assessments

Alternate Assessments

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

Formative Assessments

Three modes of communication: Interpretive, Interpersonal and Presentational: To discuss about hotels in the Spanish-speaking world, to make a reservation, to check in and out of a hotel.

Do now's/Exit tickets-Vocabulary, answering questions, and writing sentences about making a reservation, checking into a hotel, checking out of a hotel and to talk about the future.

Homework.

Role-playing activities-about the future, making a reservation, checking in and out of the hotel.

Paired/group activities-Making a hotel reservation/Describe the hotel/To work with their partners/groups asking and answering questions using direct and indirect object pronouns: ¿Quién te regaló el reloj? Mi abuelo me lo regaló.

Questions and answers by teacher/students related to the future and hotel activities.

Interpretive-Listening activities-Vocabulary about hotel reservation, checking in and out of the hotel/Listen and understand as people talk about future plans and making a hotel reservation, checking in and out of the hotel. Grammar-future tense. (Irregular forms). (AP activity).

Speaking activities: (Ap activity)

- To talk about making a hotel reservation.
- To talk future plans.

Interpretive:Reading comprehension activities-“Los paradores de España”. Then to answer questions about the reading. (AP activity).

Presentational activities-Write and speak about Un trabajo para el próximo verano... (Using regular and irregular verbs in the future tense:-ar,-er and -ir). (AP activity).

Interpersonal-E-mail to a penpal in a Spanish speaking country about making plans for the next weekend. (AP activity).

Writing activity-to write sentences/paragraphs using the future tense. (Irregular verbs).

White Board activity: Students will be given an appropriate verb prompt using the future tense. (Irregular verbs).

Summative Assessments

QUIZZES: Using the three modes of communication: Interpretive, Interpersonal, and Presentational (Application of vocabulary and grammatical functions related to hotels and the future)

- Vocabulary quizzes-making a reservation, checking in and out of a hotel.
- Grammar quizzes: students use verbs in the future tense about making a reservation at a hotel, checking in and out of a hotel and the future. (Future tense: irregular verbs).
- Writing assessment: Paragraph format about your future plans after college. (AP activity).
- Speaking assessments related to making a hotel reservation/Future plans.

Examples: Interpretive: Listening to audio/viewing videos

Interpersonal:speaking with a partner/E-mail

Presentational: Writing or speaking/Presentations

PROJECT: Presentational: Prepare a visual presentation of a parador in Spain. Explain why you would like to stay there. (Using laptops, create a presentation via Google Slides).

Presentational: Prepare a visual presentation about ¿Qué harás en un futuro? (Using laptops, create a presentation via Google Slides).

Benchmark Assessment-Mid year Review

Benchmark Assessment- End of year Review

RESOURCES (Instructional, Supplemental, Intervention Materials)

Buen Viaje 2 (Capítulo 6-En el hotel)

Including textbook, workbook and audio/visual components.

[Weblink](#)

Incorporating visuals within texts

Powerpoints/Google slides

Provide written and oral directions

Pairing students

Authentic documents

Internet sites

Graphic organizers

Quizlet

Kahoot

INTERDISCIPLINARY CONNECTIONS

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

TECH.9.4.12.TL

Technology Literacy

TECH.9.4.12.GCA

Global and Cultural Awareness

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Spanish 2 Honors:

- Ask questions to obtain information about a hotel.
- Create in writing and orally to talk about staying at different Spanish speaking hotels.
- Associate key vocabulary to specific to reserve and check out of a hotel.
- Describe different hotels in the Spanish speaking world vs US.
- Recombine information to tell what will happen in the future.

Differentiation/Accommodations/Modifications

Gifted and
Talented

English Learners

Students with 504s

Students with Disabilities

Students at Risk of
School Failure

Differentiated
Assignments:

Language Support:
Provide bilingual

Extended Time:
Allow additional

Accessible Instructional
Materials: Provide

Small Group
Instruction:

Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.	dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.	time for assignments, tests, or classwork based on the student's needs.	materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.	Provide small group settings for targeted instruction and support in areas where students struggle.
Independent Projects: Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.	Simplified Language: Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.	Modified Assignments: Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.	Extended Time for Assignments/Assessments: Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.	Additional Instructional Time: Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.
Enrichment Activities: Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest.	Provide simplified versions of texts or materials without compromising content depth.	Use of Technology: Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials.	Assistive Technology: Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication.	Individualized Learning Plans: Develop individualized plans that address specific academic needs, learning styles, and areas of improvement.
Flexible Pacing: Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed.	Visual Aids and Graphics: Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners.	Preferential Seating: Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions).	Modified Assignments and Assessments: Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.	Modified Assignments and Assessments: Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards.
Mentorship and Expert Resources: Provide access to mentors, experts in the field, or external resources to guide and	Contextualization and Real-Life Examples: Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement.	Visual Aids: Provide visual aids such as charts,	Use of Scribes or Readers: Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.	Progress Monitoring and Feedback: Implement regular

support students in exploring their interests deeply.	assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency.	graphs, or diagrams to support comprehension of complex concepts.	Preferential Seating and Physical Accommodations:	progress monitoring and provide constructive feedback to track improvement and guide learning strategies.
Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.	Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction.	Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.	Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.	Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.
Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects.	Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter.	Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools.	Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.	
Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs.	Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines.	Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.	Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD.	Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students.
Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on responsibilities	Clarification and Repetition: Encourage teachers to clarify instructions, repeat key points, and	Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests.	Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.	Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.
			Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs.	
			Behavioral Supports and	Study Skills and Organizational

and initiatives.	check for understanding frequently throughout lessons.		Sensory Accommodations: Support:	
Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.	Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.	Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.	Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders.	Teach study skills, time management, and organizational strategies to help students become more independent learners.
Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences.	Language Development Activities: Integrate language development activities within the curriculum, such as speaking, listening, reading, and writing in English.	Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning.	Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.	Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.
	Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.	Communication Support: Utilize communication tools or aids for students with speech or language impairments.	Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.	Curriculum Modifications: Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.
		Ensure that the accommodations align with the goals outlined in the student's 504 plan.	Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).	Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.
				Access to Resources and

Interventions:
Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.

Alternative Assessments:

Offer alternative forms of assessment that better align with students' strengths and provide a more accurate representation of their knowledge and skills.