

# **Unit 6- En El Consultorio Copied from: Spanish 2H, Copied on: 02/21/22**

Content Area: **World Language**  
Course(s): **Spanish 2H**  
Time Period: **AprMay**  
Length: **25 days, 9-11**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Spanish 2H, 9-11**

**En El Consultorio**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Spanish Teacher, Ms. Monica Filgueiras

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## **Unit Overview**

---

Unit Overview:

Vocabulary: Health and medical terms

Parts of the Body

Symptoms and Medical Conditions

Health Professions

Grammar: The imperfect tense

The preterite and the imperfect

Constructions with 'se'

Adverbs

## **Enduring Understanding**

---

Students will understand that:

- Cultural variations influence societies, social etiquette, and communication skills.
- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.
- Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

## **Essential Questions**

---

Students will keep considering:

- How do I develop communicative competence?
- What strategies do I need to communicate in linguistically & culturally appropriate ways?
- How do I know I am getting better in using language in real-world situations?
- What can we learn about our own language & culture from studying others?
- How is language a product of culture?
- How does context determine usage?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- How do medical systems in Latin American countries differ from the US?
- How do different societies communicate in the medical genre?
- Are there different methods used in Latin American countries?
- Are the methods more holistic based?

## **Exit Skills**

---

Students will be able to:

- Describe themselves and others
- Describe their medical needs in the target language.
- Express likes and dislikes and preferences about health related issues.
- Boast and / or complain about routines and hygiene.
- Compare and contrast their families and medical routines/methods in Latino America.

## **New Jersey Student Learning Standards (NJSL-S)**

---

WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
WL.IH.7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
WL.IH.7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.IH.7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
WL.IH.7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

## **Interdisciplinary Connections**

---

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to
-------------------	---

support conclusions drawn from the text.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.

## Learning Objectives

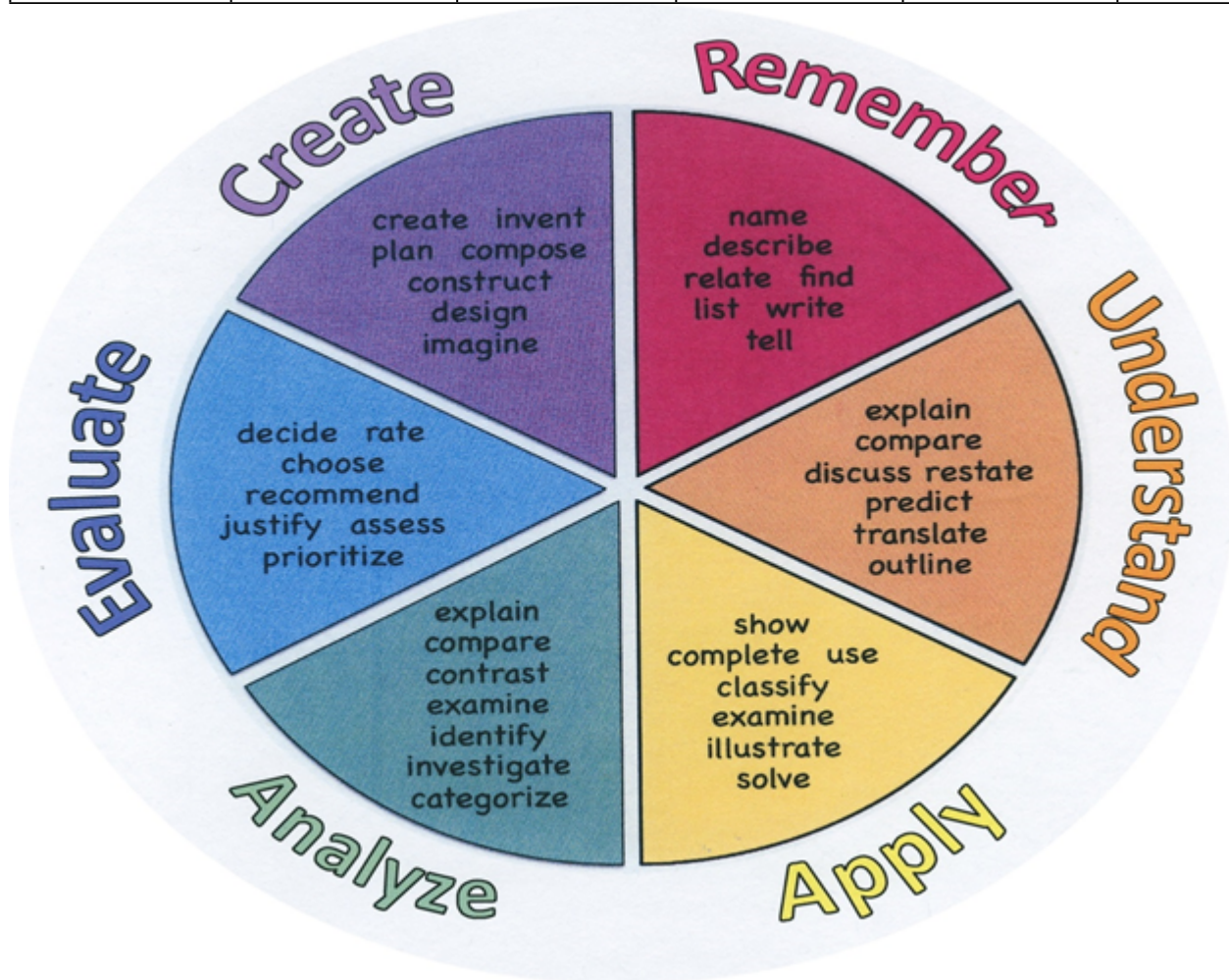
---

After completing this unit, students will be able to:

- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand** and **Apply** written and oral conventions to everyday interactions
- **Compare & Contrast** traditions of target language country with those of the US
- **Evaluate** careers using the target language
- **Recognize** and **express** feelings / opinions

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

---

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology
- Quizzes
- Tests
- Projects

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic.

## **Assessment Evidence - Checking for Understanding (CFU)**

---

- Evaluation & Oral presentation rubrics
- Group activities
- Observations
- Quizzes
- Tests
- Projects
- Peer assessment

- Admit Tickets



- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

---

## **Primary Resources & Materials**

District Text Books provided for each language.

## **Ancillary Resources**

---

- Current event articles
- Internet / Video clips
- Teacher-generated materials

## **Technology Infusion**

---

World language websites & resources are provided in the textbook, vtext (online resources), and in class assignments.

Exemplar: Create a 10-15 question Google form using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Ted Talks  
Record Voice Pen







## Alignment to 21st Century Skills & Technology



---



Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:


- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.



  0xCAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.



  0xCRP.K-12.CRP11 Use technology to enhance productivity.



  0xCRP.K-12.CRP2 Apply appropriate academic and technical skills.

  0xCRP.K-12.CRP4 Communicate clearly and effectively and with reason.

  0xCRP.K-12.CRP6 Demonstrate creativity and innovation.

  0xTECH.8.1.12.A.CS2 Select and use applications effectively and productively.

  0xTECH.8.1.12.C.CS3 Develop cultural understanding and global awareness by engaging with learners of other cultures.

  0xTECH.8.1.12.C.CS4 Contribute to project teams to produce original works or solve problems.

## 21st Century Skills/Interdisciplinary Themes

---

- Communication and Collaboration

- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

---

### Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

---

### General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

- Small group setting

#### Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

#### Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with student
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials
- Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge. (EX: Create video of a medical themed conversation with Spanish voiceovers using unit specific vocabulary and verb structures.)

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

---

-Provide modifications as dictated in the student's IEP/504 plan

-Additional time for skill mastery

-Student working with an assignment partner



-Check work frequently for understanding

-Extended time on tests/quizzes

Exemplar: Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

Use as needed, depending on the class population.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

---

-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

-Create a plan to solve an issue presented in the class or in a text

-Cluster grouping

-Allow students to work at a faster pace

Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, activity or video)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

---

Unit Name: En El Consultorio

NJSLS: WL 7.NM.A.1, 7.NM.A.2, 7.NM.A.3, 7.NM.B.1, 7.NM.B.3, 7.NM.B.4, 7.NM.C.2

Interdisciplinary Connection: NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, 9.2.12.C.5

Statement of Objective: SWDAT list, examine, and distinguish all the grammar presented. They will be able to justify and explain their answers as well.

Anticipatory Set/Do Now: Build, reinforce, and expand their knowledge while using Spanish to develop critical thinking and to solve problems creatively.

Learning Activity: Teacher directed activities, student centered exercises. Create a video acting out a scene at a medical doctor's office. Utilize as much vocabulary as possible, and it has to be completely done in the target language.

Student Assessment/CFU's: quizzes, weekly checks, and homework is checked together.

Materials:online books, Chromebooks, internet, vtext

21st Century Themes and Skills:

Differentiation: Based on the fact that I have mixed levels, I need to move according to the IEP's and the 504's. I will need to adjust the amount of work expected of certain students, and meet them at each individual ability. I may have to modify quizzes, tests, and class work throughout the year.

Integration of Technology: attendance, internet use for any topic that arises, they can take their notes on Chromebooks as well. Google classrooms have been set up and will be utilized as a gateway for extra credit assignments, and for sharing pertinent information.