Unit 2: Medical Spanish

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 2**
Length: **6-8 Weeks**
Status: **Published**

Brief Summary of Unit

Students will continue to build upon their working knowledge of Spanish language and culture. Students will engage in aural, oral, and written communicative tasks as well as develop further cultural understanding.

Medical

Students will continue to learn vocabulary related to the body and illness. They will develop the linguistic competence to discuss nutritional and dietary habits. They will continue to deepen their understanding of how to communicate effectively in Spanish in an emergency situation.

Standards

S.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

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.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
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.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
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.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.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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.

Essential Questions

- How can I accurately question a patient about a previous visit?
- How can I acquire necessary phrases to refer a patient to a specialist in the target language?
- How can I appropriately receive a patient in a medical office / ER setting in the target language?
- How can I communicate with a patient about a necessary dietary plan according to their diagnoses?
- How can I communicate with the patient about their personal and family history?
- How can I conduct a medical interview in the target language?
- How can I describe and exchange information about everyday activities, speak about likes and dislikes, and consider cultural aspects related to food traditions?
- How can I give instructions to a patient about when to take medications?
- How can I learn necessary phrases to introduce family members?
- How can I learn phrases to give advice and recommendations regarding their nutritional and dietary habits?
- How can I learn to ask in the target language at what times of the day the patient is in more pain and also provide the most precise time that medicines should be taken?
- How can I learn to describe myself / the patient physically (complexion , height, age reference,build and other features)?
- How can I provide as many details as possible to the patient regarding a specific treatment in the target language?
- How can I receive a patient in a medical office / ER setting and offer him/ her help?
- How can I refer to what the patient is doing using accurate grammatical structures?
- How can I talk about what the patient can or cannot do?
- How do I ask appropriate questions in a health care facility and/or when in a rehabilitation room?
- How do I ask for directions in a hospital setting and how may I locate departments in a hospital in the target language?
- How do I give directions to native Spanish speakers in a hospital setting?
- How do I learn to express a patient's mood and / or state of mind?
- How do I learn to express my own mood and / or state of mind?
- How do I react objectively to some cultural aspects in which relatives influence patient's decision?
- How do I refer a patient to a specialist?

- How may I express eating disorders in the target language?
- How will I successfully offer a patient help in the ER / medical facility?
- o How can I apply what I have learned in my years of Spanish study to successfully communicate with a native speaker?
- o How do spontaneously developed conversations and impromptu presentations help me become a more fluent speaker of Spanish?
- o How has confidence in my ability to respond to what I hear and interpret what I read in Spanish increased as a result of a focus on the communicative aspects of the language?
- o How may I successfully communicate with a Spanish-speaking person involved in an accident or in need of emergency assistance?
- o How may I successfully obtain and receive emergency assistance when visiting a Spanish speaking country?
- o How will my knowledge of English grammar help me understand Spanish grammar?

Essential Understandings

While studying this unit, students will understand that:

- • culture and language are interrelated and influence how people behave.
- • fluency involves taking risks and learning from one's mistakes.
- • knowledge of culture drives meaningful communication.
- • language is a multi-faceted, multi-layered system of communication.
- • past learning of Spanish applied to the communicative focus of this class will enhance their ability to communicate effectively with native speakers of Spanish.
- • speaking, listening, reading and writing skills are developed through practice in using the interpersonal, interpretive and presentational modes of communication.
- • the perspectives, practices and products of a people define their culture.

Students Will Know

- • appropriate ways to communicate, initiate conversation and react in situationally appropriate ways in Spanish in a variety of environments and situations.
- • important expressions and vocabulary necessary to successfully navigate an emergency situation in order to effectively communicate with emergency personnel
- • the correlation that exists between the perspectives, practices and products of a people and effective communication.
- • the importance of grammatical accuracy to enhance message clarity.
- • the interrelatedness of the communicative modes (interpersonal, interpretive and presentational) and the importance of development of each mode for enhanced communication and message clarity.
- appropriate ways to communicate when medicines should be taken.
- appropriate ways to describe themselves and a patient physically and their state of mind
- how to ask a patient at what times of the day he or she is experiencing pain.
- how to effectively interview a patient about a past medical visit.

- how to express mood / state of mind.
- how to give directions in a hospital setting.
- how to interview a patient about his/her medical history
- how to offer advice and suggestions about nutrition and dietary habits.
- how to offer help to a patient in the ER / medical facility.
- how to physically describe a patient.
- how to provide medical information regarding a specific course of treatment
- how to react objectively to cultural differences.
- how to use situationally specific phrases to receive a patient in an ER / medical office environment.

Students Will Be Skilled At

- • appropriately typing in Spanish using the ALT key and appropriate codes and selecting symbols available when typing Word documents
- • communicating accurately and comprehensively when writing in using situationally appropriate vocabulary and grammatical structures.
- • communicating orally in Spanish using clear diction, good pronunciation, and suitable intonation.
- • conversing in Spanish by applying practical vocabulary, situationally appropriate tense and grammatical syntax in order to communicate in a variety of real-life situations.
- • demonstrating comprehension of Spanish in written and oral form.
- • making themselves understood and remaining calm in an emergency situation abroad since they have acquired the vocabulary necessary to express needs and explain what has occurred.
- acquiring phrases in the target language to talk about moods and states of mind
- asking the apppropiate questions when dealing with a follow-up visit in a rehabilitation setting.
- communicating with a patient about the family history.
- conversing about a previous visit to the doctor's office in the target language.
- describring the patient physically using appropriate adjectives and phrases.
- giving instructions to a patient about when / how to take medications.
- interviewing a patient about their past medical history.
- learning idiomatic expressions commonly used to ask patients at what times of the day he or she is in more pain.
- learning terminology related to specialists and specialties.
- objectively reacting in the target language when relatives influence the patient's decision.
- offering help to a patient in need in the ER / medical facility environment
- offering precise information about what time medicines should be taken.
- providing medical information in the target language regarding a specific course of treatment.
- receiving a patient in a medical office / ER type of setting
- using grammatical structures to talk about directions.
- using specific adjectives to express mood and / or states of mind.

Evidence/Performance Tasks

Engage in interpersonal communication:

oParticipate in questioning and discussion by demonstrating understanding of previously acquired vocabulary and sentence structures in differentiated ways in responding to Do now assignments, homework, journal entries, etc

oWork in pairs / small groups to recycle past learning when engaging in interviews and discussions centered on nutrition, the body and illness

oDescribe medical problems or emergencies they might have when role playing a hospital or medical office scenario

oRecount an accident to a police officer in response to questions posed

oWork in pairs / small groups to engage in conversation using correct sentence patterns and proper usage of particles.

oCreate a skit depicting an emergency situation any traveler might encounter when abroad in a Spanish-speaking country.

Tasks: 1-develop an impromptu script incorporating at least one problem that might arise, 2-work with multiple partners in order to promote spontaneity and enhance conversational variety

Engage in presentational communication:

oWrite in Spanish incorporating appropriate vocabulary, grammatical form and tense to discuss nutritional, dietary, medical and emergency-related experiences when abroad

oDevelop a presentation (web-based diary, journal, etc) that explains the sequence of events that occurred when an accident took place including personal and medical information about the patient pertinent to the situation

oFill out medical forms and questionnaires.

oEngage in peer editing and constructive criticism of classmates' presentations in providing feedback in written form based on structure and content of the presentation

Engage in interpretive communication:

oAnswer questions about the presentations in which they engage and the conversations made by their peers to address the content discussed, comment upon grammatical accuracy and make connections to the information they learned about the countries studies at this point in the course.

oStudents will listen to / view an interview with someone in need of medical assistance. They will need to accurately and comprehensively interpret information relative to diet and nutrition to complete a medical form / questionnaire.

oRetell in their own words the sequence of events that occurred when listening to an exchange between a

patient and medical personnel.

Learning Plan

- Develop rubrics and project descriptions that require students to engage in skits and role-playing to practice and demonstrate mastery of the use of Spanish to effectively navigate an emergency and receive appropriate care for themselves and others
- Expose students to vocabulary necessary to discuss nutritional recommendations and fill out medical forms and questionnaires.
- Incorporate ancillary materials for authentic listening practice/exercises.
- Provide authentic scenarios within which students use the language in meaningful ways to promote relevant and real-world discussion about emergency situations that might arise when traveling.
- Provide daily practice in each of the modes of communication (interpretive, interpersonal and presentational) to promote an understanding of the interrelationship between these modes to the development and promotion of consistently effective and accurate communication.
- Provide readings that encourage students to practice reading comprehension and application of understanding to the development of spontaneity in the language.
- Require that students insert accent marks (when conjugating verbs and when spelling terms) utilizing the ALT key and codes and the insertion of symbols as learned and practiced in earlier units.
- Review question/answer formations to model effective oral communication

Materials

Survival Phrases in Spanish

- Other ancillary resources
- Peer presentations and sharing: o PowerPoint o Google Slides o Prezi o Slide Share
- Reading comprehension
- Dialogues with patients in Spanish: http://www.practicingspanish.com/archivepage1.html
- Medical Spanish for Healthcare Providers: http://www.practicingspanish.com/
- Medical Spanish videos: http://www.practicingspanish.com/videos.html
- o Newspapers and magazines: http://elpais.com/elpais/portada_america.html http://www.elnuevodia.com/ http://eluniversal.com.mx/
- o Other miscellaneous resources: www.YouTube.com www.fluentu.com/
- o Travel and tourism (general): www.embassyworld.org/ www.embassy.org www.virtualtourist.com www.worldtourismdirectory.com/ www.fodors.com/ www.lonelyplanet.com www.travelchannel.com/destinations www.cia.gov/library/publications/the-world-factbook/

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing