Unit 1: Medical Spanish

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **6 - 8Weeks**
Status: **Published**

Brief Summary of Unit

Linguistic unit goals:

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

Medical

Students will learn vocabulary related to the body and illness. They will develop the linguistic competence to explain a pain in different parts of their bodies. They will also be able to describe any medical problems or emergencies they might have as well as fill out medical forms and questionnaires. They will acquire the expressions necessary to describe an accident to a police officer.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

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 can acquire new medical terminology such as medical specialties?
- How can I accurately communicate with a person that is experiencing pain?
- How can I ask a patient questions regarding his or her previous medical history?
- How can I ask at what times of the day he or she is in more pain?
- How can I best respond objectively to choices and decisions that may vary according to cultural backgrounds and / or faith?
- How can I by the use of eye contact, explanatory comments,and attitudes of care and concern play an essential role to help both patient and family effectively cope with a medical ER situation ?
- How can I discern between the formal and informal aspect of the target language when dealing with certain cultural aspects of the doctor- patient relationship?
- How can I educate and inform the patient about the most common tests or exams?
- How can I effectively take care of a patient's complaint?
- How can I effectively talk about what the patient can or cannot do?

- How can I exchange personal information such as :name, country or city of origin, nationality,occupation etc.?
- How can I give precise information about what time medications should be taken?
- How can I greet people and introduce myself?
- How can I identify parts of the body in the target language?
- How can I introduce other people and colleagues?
- How can I recognize certain cultural aspects of situations related to the ER or a medical visit?
- 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

WHen 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 ask the patient about pains and trauma in an ER environment
- how to educate the patients regarding the how-to process of taking medications.
- how to introduce themselves and colleagues in a medical setting.
- how to obtain essential information about the patient's personal medical history
- how to properly communicate during a medical visit to provide a level of comfort for the patient in the target language
- how to properly use idiomatic nuances to effectively convey information in the target language.
- how to respond objectively to reactions that may differ according to a Latino cultural background
- how to schedule an appointment in the target language
- terms in medical terminology and how to accurately use them in the target language
- the importance of communication when describing a patient's complaint
- the importance of recognizing cultural differences and how to appropriately respond to them

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.
- asking and receiving information about an accident
- effectively conveying a complaint from a patient in the target language.
- knowing idiomatic nuances to provide information in specific situations during a medical visit / ER type of setting.
- scheduling an appointment in the target language
- understanding how to objectively respond to different cultural reactions.
- using appropriate grammatical structures when communicating in the target language
- using appropriate medical related terminology to communicate in the target language
- verbally communicating essential information during a medial visit / follow-up visit/ ER setting.

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 the body and illness

oDescribe a pain in different parts of their bodies and describe any 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 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

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.

oListen to / view an interview with someone in need of medical assistance to accurately and comprehensively interpret information relative to: pain, ascertain the type of emergency situation present and glean information necessary to complete a medical form / questionnaire.

oRetell in their own words the sequence of events that occurred when listening to an exchange between a police officer and someone involved in an accident.

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 explain the sequence of events that occurred when an accident took place / 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 necessary for message accuracy when writing
- • Review question/answer formations to model effective oral communication
- Allow multiple options for students to rehearse a diversity of situations in the medical field.
- Expose students to videos that resemble "real -like" situations in the ER environment

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