

Unit 3: ¿Qué haces para estar en forma?

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit 3: ¿Qué haces para estar en forma?

Learning Objectives

- Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life and healthy living
- Combine and recombine learned language to express personal ideas about areas of interest, concerning healthy living, when creating oral and written presentations that are shared with a target language audience.
- Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- Compare and contrast some unique linguistic elements in English and the target language: formal and informal commands
- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas (health)
- Give and follow a series of oral and written directions, commands, and requests about how to be healthy for participating in classroom, cultural, and pastime activities.
- Infer the meaning of some unfamiliar words and ideas in some new contexts about healthy living
- Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences, about health and wellness.
- React to a series of oral and written instructions connected to daily life, concerning healthy living
- Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas about health and wellness.
- Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s) about being healthy
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations (health and wellness).

- Use language creatively to respond in writing to a variety of oral or visual prompts, about health and wellness.

Essential Skills

- Correctly use affirmative and negative formal and informal commands
- Give advice to others about healthy lifestyles.
- Identify and use subjunctive verbs
- Listen to and read about health advice and nutrition.
- Talk and write about healthy eating habits and exercise.
- Understand the connection between healthy habits and lifestyle in Spanish-speaking countries.

Standards

WL.II.7.1.II.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.II.7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.II.7.1.II.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.II.7.1.II.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.II.7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.II.7.1.II.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.II.7.1.II.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.II.7.1.II.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.II.7.1.II.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.II.7.1.II.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.II.7.1.II.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.II.7.1.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.II.7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.II.7.1.II.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Instructional Tasks/Activities

- Listening Activities about health and advice about healthy living
- Partner conversations about health
- Reading activities about health and wellness
- Scavenger Hunts about health
- Sentence matching activities about health
- Various writing activities about health and wellness
- Vocabulary Drawing Activities about health
- Walk n' Talks

Assessment Procedure

- Classroom Participation
- Classwork on health and wellness using commands
- Essay
- Exit Ticket/Entrance Ticket/Do Now about health using commands
- Exit Ticket/Entrance Ticket/Do Now about health using subjunctive
- Kahoot
- Peer Editing
- Performance
- Project
- Quiz
- Rubric
- Sentence Correction
- Teacher Collected Data
- Test
- Worksheet about health and using commands
- Worksheet about health and using subjunctive

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- GoGuardian
- Google Classroom
- Google Docs

- Google Slides
- Google Slides
- Kahoot
- Other- Specified in Lesson
- Quiziz

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson

- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Realidades and ¡Avancemos! Textbook and Workbooks
- www.quia.com
- www.quizizz.com
- www.quizlet.com