

# Unit 05: La Salud

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 5

<b>Unit Title:</b>	La Salud
<b>Suggested Duration:</b>	9 weeks

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p>
<p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p>
<p>Social Studies/Physical Education --Geography-The different activities/sports that young people do in Columbia and Venezuela.</p>
<p>Art-Botero and his world.</p>
<p>English-Literature on Gabriel Garcia Marquez</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

## **Standard(s) Addressed**

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### Standard 7 [World Language](#)

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### Standard 7 [Climate Change Education](#) ( World Language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 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.

### Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
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.IPRET	Interpretive Mode of Communication
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.PRSNT	Presentational Mode of Communication
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.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
describe how the culture of a specific country reflects the everyday activities performed by its people.	
<b><i>Mastery</i></b>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Learning languages provides connections to additional bodies of knowledge.</li> <li>• Learning languages allows students to realize there are multiple ways of viewing the world.</li> </ul>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• How does culture influence what you eat?</li> <li>• How is proper nutrition similar/ different in Spanish speaking countries?</li> <li>• 3- What factors influence a healthy lifestyle?</li> </ul>

<ul style="list-style-type: none"> <li>• Language students have the ability to participate in multilingual communities.</li> </ul>	
<b>Acquisition</b>	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>• Vocabulario</li> </ul> <p>Unit 5-</p> <ul style="list-style-type: none"> <li>• Talk about minor accidents</li> <li>• Express Future events</li> <li>• Talk about situations that would have happened</li> <li>• Talk about symptoms and remedies</li> <li>• Ask for and provide medical information</li> <li>• Express length of time</li> <li>• Discuss ways to stay fit</li> <li>• Express what someone would do in a specific situation</li> <li>• Talk about a healthy diet</li> </ul> <p>Language structure in context</p> <ul style="list-style-type: none"> <li>• Review of the Verb Doler</li> <li>• Future Perfect Tense</li> <li>• Conditional Perfect</li> </ul>	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> <li>• Describe minor accidents and a visit to the emergency room</li> <li>• Use doler to talk about what hurts</li> <li>• Use the future perfect tense to talk about events that will have happened</li> <li>• use the conditional perfect to talk about events that would have happened</li> <li>• talk about current and ancient health practices in Guatemala</li> <li>• Describe symptoms and remedies of common illnesses</li> <li>• Use hace que and hacia que to talk about how long something has /had been going on</li> <li>• Talk about natural cures for ailments and illnesses</li> <li>• Discuss ways to stay fit</li> <li>• Use si with the imperfect subjunctive to express hypothetical situations.</li> <li>• Talk about a healthy diet</li> <li>• Use prepositions with pronouns and infinitives</li> </ul>

**STAGE II Assessment Evidence**

<b>STAGE II Assessment Evidence</b>	
Practice	Assessments

- Vocabulary slides presentation
- Games to practice unit vocabulary (jeopardy, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Use of Quizlet cards to review unit vocabulary
- Completion of info survey - Choice Boards activities.
  - (a) grouping students in break rooms to introduce themselves
  - (b) completing a survey about our class procedures and their personal background and preferences
  - (c) creating a Flipgrid presentation introducing themselves and talking about their preferences, interests, etc.
  - Fostering students' socio-emotional learning (SEL) by
  - El verbo doler and Los tiempos compuestos: El futuro perfecto y el condicional perfecto.
- **Interpersonal Communicatio** - Predicciones para el futuro
- **Interpersonal Communicatio** - Nos habíamos divertido mucho, ¿verdad?
- **Interpersonal Communication**
  - Students will work in groups to talk about how their lives would have been different had they grown up in a Spanish-speaking country.
  - Cultura-La salud: Antes y ahora
  - Medicina tradicional maya
  - ¿Cuales son sus sintomas?
  - ¿Qué me receta?
  - Gramática-Expresiones con hace/hacia...que
  - ¿Cuánto tiempo hace que....?
  - **Presentational Communication** -

- Interpretive assessment
- Vocabulary assessment
- Interpersonal assessment:
- Interpretive assessment:

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
  - Show and tell
  - Presentations, Dialogues
  - Class discussions
  - Answering yes and no, direct response questions using previously acquired vocabulary
  - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
  - Watch videos in Spanish.
  - Listen to songs in Spanish.
  - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

- Experiencias personales
- Quizizz
- EdPuzzle
- La aguas termales-Presentational Communication
- Vocabulario 2 (¿Que me va a recetar?)
- **Interpretive Communication**  
Lectura informativa-La naturaleza tambien sana
- Vocabulario 2: Remedios y situaciones
- Gramática
- Cultura: La medicina maya
- Vocabulario 3-Que haces para mantenerte en forma?
- **Interpersonal Communication** -  
No sé que hacer!
- Gramática -El imperfecto del subjuntivo con si
- **Interpersonal Communication**  
Qué pasaria si...? Qué harias si fueras...?
- Si tuviera un millon de dólares ...How would you spend the money. **Interpersonal Communication Group**
- **Interpesonal : Paired Practice-**  
Student A starts with si+imperfect subjunctive, Student B completes with a conditional clause.
  - Juegos del pasado-Lectura
  - Flipgrid Post -reacting to any cultural readings
  - Vocabulario 4 La buena alimentación
  - **Interpersonal Communication** -Consejos de nutrición
  - **Interpersonal Communication** -  
Distribution of Menus
  - Project-Students will create their own-mini-brochures for the Spanish -speaking community

- **Presentational Communication** - ¿Cómo es tu dieta?
- **Interpersonal Communication** - Cambiar los hábitos
- **FlipGrid-**
- Gramática-Preposiciones y pronombres
- Gramática-Preposiciones seguidas de infinitivo
- Students will write 10 pieces of advice to someone who wants to stay fit and eat healthy food, using the grammar
- **Presentational Communication** - Consejos sobre la nutrición-Posters promoting nutrition
- **Interpersonal Communication - FlipGrid** - Una Entrevista muy personal
  
- **Interpersonal Communication** ¿Para qué? ¿Por qué?
- Project-Cómo educar a la gente? Presentational Communication-Imagine you work for a government agency in a particular country and you have to promote good health habits.
- Un juego de pelota maya- Interpersonal/Presentationa l Communication
- **Presentational Communication-** Un almuerzo en Copán...
- Lectura-La rana que queria ser una rana auténtica

- **Flip Grid**-Despues de leer-  
Debes grabarte explicando la moraleja.
- Repaso-Vocabulario:  
Quiero bajar de peso
- Grámatica: Un posible futuro
- Cultura: A jugar!-Debes crear un juego de campo con sus reglas
- Proyecto: Manos a la obra-  
Elijir medicina occidental o el de la medicina maya

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify keywords, phrases, or sentences

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

**Week 0:** Fostering students' socio-emotional learning (SEL) by

- (a) grouping students in break rooms to introduce themselves describing something

interesting/boring about themselves using their fund of knowledge as much as possible

- (b) completing a survey about our class procedures and their personal background and preferences
- (c) creating a Flipgrid presentation introducing themselves and talking about their preferences, interests, etc., and briefly commenting on their peers' presentations.

**Week 1:** Introduction of new vocabulary (La Salud) and review El verbo doler and Los tiempos compuestos: El futuro perfecto y el condicional perfecto

Slides presentation and teacher-created instructional videos off (Vocabulary Slides-Unidad 5).

- Games to practice unit vocabulary (jeopardy, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Use of Quizlet cards to review unit vocabulary
- Students complete two activities from (insert choice board). These activities are meant to further foster SEL. Students will complete these activities both orally and in writing.
- Completion of (info survey from classmates info from the choice board)based on the information shared during Choice Boards activities.
- The teacher will demonstrate the following presentation of verbs:
- Students will practice El Imperfecto del Subjuntivo con si

**Week 2:** Continuation of new vocabulary (La Salud)and review El imperfecto del subjuntivo.Continuation of the Celebration of Hispanic Hispanic Heritage Month.

Describe a series of pictures-En la clinica (insert pictures)

- Utilizing FlipGrid - a digital cooperative platform
- Individual whiteboards to practice unit vocabulary

Answer direct responses to questions using acquired vocabulary

Using breakroom to foster students' interpersonal communication

- Individual whiteboards to practice unit vocabulary

**Week 3:** Repaso: El verbo doler/Los tiempos compuestos: El futuro perfecto y el condicional perfecto

- ¿Qué paso en la clinica?
- ¿Qué te ocurrio? **Interpersonal Communication**
- ¿Qué les duele?
- Predicciones para el futuro-**Interpersonal Communication**
- Nos habriamos divertido mucho, verdad?-Interpersonal Communication

- Students will work in groups to talk about how their lives would have been different had they grown up in a Spanish-speaking country. Students will make a list of five differences and share them with the class. For example: Habriamos celebrando el Año nuevo en verano
- Cultura-La salud: Antes y ahora
- Medicina tradicional maya

#### Week 4-Vocabulario 2 (¿Que me va a recetar?)

- ¿Cuáles son sus síntomas?
- ¿Qué me receta?
- Gramática-Expresiones con hace/hacia...que
- ¿Cuánto tiempo hace que....?
- Experiencias personales-**Presentational Communication**
- Quizizz
- EdPuzzle
- La aguas termales-Presentational Communication

#### Week 5: Repaso Lectura informativa-La naturaleza tambien sana-**Interpretive Communication**

- Vocabulario 2: Remedios y situaciones
- Gramática
- Cultura: La medicina maya
- Vocabulario 3-Que haces para mantenerte en forma?
- No sé que hacer!-**Interpersonal Communication**
- Gramática -El imperfecto del subjuntivo con si
- Qué pasaria si...? ¿Qué harias si fueras...? **Interpersonal Communication**
- Si tuviera un millon de dólares ...How would you spend the money. **Interpersonal Communication Group**
- **Interpesonal : Paired Practice-** Student A starts with si+imperfect subjunctive, Student B completes with a conditional clause.

#### Week 6:

- Juegos del pasado-Lectura
- Flipgrid Post -reacting to any cultural readings
- Vocabulario 4 La buena alimentación
- Consejos de nutrición-**Interpersonal Communication**
- Distribution of Menus will be given and students will analyze and discuss the dishes and determine which restaurant has the healthiest offerings. **Interpersonal Communication**
- Project-Students will create their own-mini-brochures for the Spanish -speaking community

#### Week 7:

- ¿Cómo es tu dieta? **Presentational Communication** -Piesa en tus hábitos de alimentación. Haz una lista de los alimentos nutritivos y la comida chatarra/mala/no nutritiva que sueles comer en una semana.
- Cambiar los hábitos-**Interpersonal Communication**-Debes convenser a un compañero que debe cambiar sus hábitos por otros más saludables.
- **FlipGrid-**
- Gramática-Preposiciones y pronombres
- Gramática-Preposiciones seguidas de infinitivo

- Students will write 10 pieces of advice to someone who wants to stay fit and eat healthy food, using the grammar
- Consejos sobre la nutrición-Posters promoting nutrition-**Presentational Communication**
- **FlipGrid**-Una Entrevista muy personal-**Interpersonal Communication**

#### Week 8:

- ¿Para qué? Por qué?-Take turns with a classmate to talk about the activities and why you do them. Use the vocabulario and preposiciones. **Interpersonal Communication**
- Project-¿Cómo educar a la gente? Presentational Communication-Imagine you work for a government agency in a particular country and you have to promote good health habits.
- Un juego de pelota maya-Interpersonal/Presentational Communication
- Un almuerzo en Copán... **Presentational Communication**-Imagine you work as a tour guide and you are taking a group of tourists to visit Archeology Park. Create a menu of healthy dishes from Honduras.
- Lectura-La rana que queria ser una rana auténtica

#### Week. 9:

- **Flip Grid**-Despues de leer-Debes grabarte explicando la moraleja.
- Repaso-Vocabulario: Quiero bajar de peso
- Grámatica: Un posible futuro
- Cultura: A jugar!-Debes crear un juego de campo con sus reglas
- Proyecto: Manos a la obra-Elijir medicina occidental o el de la medicina maya

### Modifications

#### How are the activities modified/differentiated? (i.e.: abridged text)

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ and students with 504 plan

### Specific Resources for Unit

#### Specific Resources for Unit

- Google Apps For Education (GAFE)

- Maps
- Sites
- Forms
- Drive
- Classroom
- Slides
- Add ons

- Internet

- Youtube.com videos for oral comprehension and grammar tutorials
- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videoele
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets

- Texts

- Classroom Instruction That Works by Robert J. Marzano
- Spanish-English Dictionary
- Teacher created practice assignments

- Authentic reading materials for comprehension exercises
- Qué chévere! 3
- Teacher-created worksheets and information
- Technology
  - Chromebooks
  - Personal Devices/Phones
  - Screencastify
  - Viewsonic / myviewboard
  - Loom
  - Remind

## **Diversity, Equity, & Inclusion**

### Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.

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.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	